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THE DEVELOPMENT OF THE ENGLISH PROGRAM IN THE SECONDARY SCHOOLS OF ALBERTA

by

Stanley William Sawicki

April, 1958.

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THE DEVELOPMENT OF THE ENGLISH PROGRAM IN THE
SECONDARY SCHOOLS OF ALBERTA

A THESIS SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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THE DEVELOPMENT OF THE ENGLISH PROGRAM IN THE
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SYNOPSIS

The purpose of this study is to describe the evolution of the English curriculum in the secondary schools of Alberta. Each of the five chapters which make up the main body of this study describes the English programs that have been prescribed in the schools of the province.

The curriculum which was introduced in the North-West Territories in 1902 remained in effect after the formation of the Province of Alberta for a period of seven years. The traditional concept of formal discipline was an important influence on the curriculum which was primarily designed to meet the needs of the few who intended to teach or to attend university. In 1912 the provincial Department of Education issued a curriculum under its own auspices, but few changes were made and these were mostly of a minor nature, consisting largely of an emphasis on oral reading.

The first definite break with nineteenth century type of curriculum came with the revision which began in 1922. Changing concepts of the purposes of secondary schools, increased enrolments, and protests against the formal type of education then in vogue created demands for a liberalization of the curriculum. Educators realized that the needs of students who were not preparing for higher education must be met.

The complete reorganization of the curriculum which began in 1937 introduced a program in which literature and language were combined into one subject. The program was marked by a widening of the range of



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literature selections, an emphasis on functional grammar, and an attempt to relate composition more closely to the student's life.

The trend toward unified courses was reversed to some extent in the 1954 revision when separate courses in language and literature were set up in grades X and XI. In grade XII these two sections of the English program were integrated. The notable features of the 1954 curricula were the adoption of the unit method, the introduction of a grammar and usage handbook, and the provision of five periods a week for language in grades X and XI.

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CHAPTER I

INTRODUCTION

The purpose of this study is to describe the evolution of the English curriculum in the secondary schools of Alberta. Each of the five chapters which make up the main body of this study describes one of the English programs that have been prescribed in the schools of the province. The ways in which each curriculum differs from those which preceded it are pointed out and the reasons for the changes, as far as can be ascertained, are given.

The curriculum which was introduced in the North-West Territories in 1902 remained in effect after the formation of the Province of Alberta for a period of seven years. The traditional concept of formal discipline was an important influence on the curriculum which was primarily designed to meet the needs of the few who intended to teach or to attend university. In 1912 the provincial Department of Education issued a curriculum under its own auspices, but it will be shown that few changes were made and that these were mostly of a minor nature.

The first definite break with the nineteenth century type of curriculum came with the revision which began in 1922. Changing concepts of the purposes of secondary schools, increased enrolments, and protests against the formal type of education then in vogue created demands for a liberalization of the curriculum. Educators realized that the needs of students who were not preparing for higher education must be met.

The complete reorganization of the curriculum, which began in 1937, introduced a program in which literature and language were combined into

one subject. The program was marked by a widening of the range of literature selections, an emphasis on functional grammar, and an attempt to relate composition more closely to the student's life.

The trend toward unified courses was reversed to some extent in the 1954 revision when separate courses in language and literature were set up in grades X and XI. In grade XII these two sections of the English program were integrated. Some of the notable features of the 1954 curricula were: the adoption of the unit method, the introduction of a grammar and usage handbook, and the provision of five periods a week for language in grades X and XI.

The main sources of information about curricula during the early years were the annual reports published by the Departments of Education of the North-West Territories and of the Province of Alberta. For the period after 1922, various handbooks and curriculum guides were the main sources. Textbooks were used also to provide information; their usefulness for the purposes of this study was limited, however, by the fact that it was found difficult to obtain those that had been used during the early years.

For curriculum-makers who plan curricula, and for the teachers who put them into effect in the classroom, a knowledge of the past should provide understandings which will aid each group in performing its task. It is hoped that this study, by making such knowledge available, will be of benefit to both of these groups.

CHAPTER II

THE ALBERTA HIGH SCHOOL ENGLISH CURRICULUM

FROM 1905 TO 1912

When the province of Alberta was created in 1905, one of the major responsibilities assumed by the new government was the administration of the educational system. Many vital problems demanded immediate attention, the most pressing perhaps being the provision of schools for the rapidly-increasing population. In addition, it had been only three years since the curriculum had been revised. It is not surprising then to note that the new government was content to keep in effect the curriculum which had been inherited from the Territorial government.

This curriculum had been the work largely of one man--Dr. D. J. Goggin, who had been Superintendent of Education of the North-West Territories from 1892 to 1903. In this post he was directly responsible for many tasks which, as the educational system grew, were later handed to various departmental officials. Among these was the job of curriculum construction. Dr. Goggin drew up course outlines for a complete curriculum revision which took place in 1902. It is perhaps misleading to say that course outlines were drawn up inasmuch as the main part of curriculum construction then consisted of choosing a textbook and assigning it to be studied. In teaching a course, teachers adhered closely to the text. However, Dr. Goggin did provide several pages of explanation and comment on the courses at the time of the revision. In his introduction to the reading and literature course, for example, he outlined the purposes of silent reading, oral reading, supplementary reading and sight reading, and suggested teaching methods for the

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various sections. These will be referred to in subsequent parts of this chapter.

Schools in which the secondary standards were taught were few and far between (only in Calgary and Edmonton in the early years) and enrolments were small. It was the hope of the authorities that graduates of the secondary schools would augment the small numbers of well-qualified teachers and so help solve one of the department's most burdensome problems. Teaching certificates were in fact equated to the work of the standards. Students who successfully passed the Standard VI examinations were eligible for the Third Class Certificate and so on up to the First Class Certificate for successful Standard VIII candidates.

The Alberta educational system had been patterned after the Ontario system with its organization into standards rather than grades. The system was composed of elementary schools divided into five standards (which would take the average student seven or eight years to complete), and a secondary school system of three standards. At the end of Standard V, students sat for public-school leaving examinations, while the students of Standards VI, VII and VIII also had to write government examinations.

In the remainder of this chapter, the subjects which made up the English program are examined from the standpoint of aims, subject matter and examinations. The opinions of inspectors and examiners which are quoted provide some idea of the way in which the courses were taught.

Literature

English literature was one of five subjects in the English program, the others being English composition, reading, English grammar and rhetoric,

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and history of English literature. All of the above except history of English literature were required subjects in every standard; the latter was an optional subject in Standard VIII.

As mentioned above, detailed outlines of the courses were not to be found in the course of studies. There was a list of prescribed selections, preceded by a short introductory paragraph which stated that the class was to make "a thorough study" of the selections. The complete introduction to the literature course for all standards read as follows:

English Literature.--A thorough study of the subject matter, structure and language of each prescribed selection. Memorisation of fine passages.¹

Dr. Goggin had elaborated on the last requirement by writing elsewhere in his annual report:

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.²

The first quotation above would indicate that the method of teaching literature was to make a rigorous, line-by-line analysis of each prescribed selection.

In prescribing the works to be studied, it was the practice to change the selections from year to year, in a cycle. The titles listed below, which were among those prescribed for 1903, should serve as an adequate sample of the type of reading which students were required to do.

¹Department of Education of the North-West Territories, Annual Report, 1902, p. 84.

²Ibid., p. 67.

Standard VI: Ivanhoe, and the poems on pages 1-108 of an anthology edited by Saul and McIntyre (The Copp, Clark Co.)

Standard VII: Alexander's School Anthology of English Poetry, Books II and III, The Merchant of Venice, Silas Marner.

Standard VIII: Tennyson's The Palace of Art, Locksley Hall, In Memorium; Milton's L'Allegro, Il Penseroso, Lycidas, Comus; The Merchant of Venice, Hamlet.³

It will be noted that all of the prescribed selections were works which had been traditionally accepted as great works of literature; no attempt was made to include the works of contemporary authors.

In addition to the literature in each grade, there was also a course entitled "reading." The books prescribed were not to be studied as strenuously as those in the literature courses. Judging from the prescriptive paragraph quoted below, and from Dr. Goggin's comments, these selections were to provide students with practice in oral reading.

Reading-- A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than study. Practice in oral reading.⁴

Dr. Goggin elaborated on the above statement as follows:

Through silent reading pupils acquire the habit of mastering by themselves the contents of a long selection and the relation of its parts to the whole. This careful study of the subject matter has not infrequently been accompanied by a lack of sufficient individual practice in oral reading. The pupil's analysis of the selection shows his grasp of its thought, but oral reading reveals his appreciation of it.⁵

³Ibid., pp. 84-89.

⁴Ibid.

⁵Council of Public Instruction of the North-West Territories, Report 1896, p. 20.

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These are the works which were prescribed for "independent supplementary reading" in 1903:

Standard VI: Evangeline, Lady of the Lake, Christmas Carol, Vicar of Wakefield, Tales From Shakespeare.

Standard VII: Tennyson's The Princess, Enoch Arden, Ode of the Death of the Duke of Wellington, Ruskin's Sesame and Lilies, Irving's Sketch Book, Scott's The Talisman.

Standard VIII: Sohrab and Rustum, Browning's The Lost Leader, Rabbi Ben Ezra, The Grammarian's Funeral and other poems, De Quincey's Flight of a Tartar Tribe, Macaulay's Life and Writings of Addison, Thackeray's Pendennis.⁶

What were the aims and objectives of these courses? While the course of study itself does not include a statement of aims, the words of Dr. Goggin provide at least a partial answer.

In Standards III and IV character studies are introduced and the pupils are led gradually to look on literature as an interpreter of life, as an "effective agency for cherishing within us the ideal."

The improvement in the teaching of this subject has come chiefly through the sympathetic study of it by our teachers. More and more they are coming to feel the vitalising, spiritualising influence of the best literature, to believe that it "awakens within us the diviner mind and rouses us to a consciousness of what is best in others and ourselves," and to desire that their pupils shall share in their treasures and receive guidance and encouragement from the master minds. It is this that has made the teaching of literature so generous and inspiring.⁷

Later, writing a general introduction to the whole course of studies, Dr. Goggin stated:

...In history and literature he reads of the real and ideal acts of men and of nations and so may receive instruction in duty, guidance in

⁶Department of Education of the North-West Territories, Annual Report 1902, pp. 84-89.

⁷Council of Public Instruction of the North-West Territories, Report 1896, p. 21.

action and inspiration for effort, and thus his political duties and rights become clearer. He is led to form judgments on the moral qualities of deeds performed by those he reads about and this has a reflex effect upon his own acts...After all, the truest test of a school is the character of the life the pupil lives in it each day. The school is a social organization in which pupils live as well as work. Each has work to do for himself and for others, responsibilities to bear, opportunities for self denial and self sacrifice, pleasures to share and enjoy with others, recreations to be used rationally.⁸

In these words, Dr. Goggin, who was known as a man of high ideals, moral conviction, and deep religious sentiment, expressed his firm belief in the ability of literature to enrich and improve the lives of the students.

The government examinations which were given in each standard were reprinted in the annual report. Unlike the modern English examinations in which there is a heavy emphasis on ability to read and interpret selections which are new to the students, the examinations of this early period consisted mostly of questions based directly on the material which had been studied in class. Therefore, these questions give an indication of what was actually taught in the classroom.

The 1903 literature examination in Standard VIII contained these questions on Milton and Shakespeare.

- A. 1. In L'Allegro and Il Penseroso "the likings and tastes expressed by the type of character portrayed are meant to be contrasted. The one poem is the counterpart of the other." Show this by reference to (a) the companions desired by each, (b) the pleasures of each during the different periods of the day.

⁸Council of Public Instruction of the North-West Territories, Report 1900, pp. 21-22.

⁹Department of Education of the North-West Territories, Annual Report 1903, pp. 178-9.

- B. 1. By a brief analysis of the events in each act and the purpose of each act, show that Hamlet proceeds by well considered steps to the final denouement. Compare in this respect The Merchant of Venice.
2. Discuss Shakespeare's use of the comic or grotesque element in Hamlet.⁹

In the course of studies, Shakespeare's plays were included under the heading "Poetical Literature", which would seem to indicate that the plays were studied as poetry rather than as drama. However, the students' knowledge of the feelings, attitudes, and development of the characters was often tested.

On most examinations, there appeared quotations from poems which had been studied during the year. Students were asked to identify authors, to explain the thought of the passages and also the meaning of certain italicized words and phrases. In other questions, students were required to:

- (a) give estimates of excellencies and defects of an author's poetry,
- (b) point out irony and humour,
- (c) quote lines which illustrate beauty of sound or figurative language,
- (d) name speakers and give context of quoted passages.

The nature of this study is revealed in the following excerpt from the 1902 Annual Report.

Prose (Talisman)

1. What is the use of the first chapter?
2. What contributions to the progress of the plot are made by the visit of Kenneth to the chapel at Engaddi?
3. What part is played by Philip of France in the development of the plot?¹⁰

¹⁰Department of Education of the North-West Territories, Annual Report 1902, p. 110.

Other questions on the same paper ask for comments on the use of disguise, the use of nemesis, and the historical accuracy of the novel.

Did the curriculum as outlined achieve the desired objectives? The comments of the sub-examiners shed some light on this question.

Standard VI - Literature

The power to analyse selections and appreciate relations of parts to wholes is improving but the power to interpret selections is weak. The memorising of fine passages has been done intelligently.

There is much room for improvement in expression. The subexaminers believe that if the study of words, figurative language, and sentence structure were emphasized more, even if less emphasis had to be given to the study of plot and the method of the author, greater power and better taste in composition would be developed...

Standard VII - Literature

The answer papers in poetical literature reveal a satisfactory knowledge of the subject matter and a general appreciation of its literary value. Evidently the teaching has been on sound lines. In general scholarship and power of interpretation these candidates are much in advance of those in Standard VI.

In the Prose Literature where the candidates have been taught along the lines suggested in the Programme of Studies the answers are quite satisfactory. Where an orderly method has not been followed the results are poor. The art of the author and the literary value of the selection seem to be appreciated.¹¹

Comments such as the above seem to indicate that the students were adequately prepared to answer the questions which appeared on the examinations. Whether the student did "feel the vitalising, spiritualising influence of the best literature" is another question. The Superintendent of Education himself had written, "The character of the work done in our schools cannot be measured in any broad way by examinations. I have said that even as

¹¹Ibid, p. 18.

evidences of intellectual power they are not entirely trustworthy."¹² 11

Composition

As in the literature course, the requirements for composition were stated in a brief paragraph, but Dr. Goggin's views on the aims and methodology of composition teaching were given in his general introduction to the whole curriculum; from these the teachers were able to get some guidance. The actual statement of requirements informed teachers that students' compositions were to be based chiefly on subjects from the books prescribed for general reading, although letter writing was also prescribed. In evaluating the work of the students, teachers were to pay more attention to the student's ability to write good English than to his knowledge of the subjects. There was a warning that "work palpably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations." In addition, teachers were directed to give instruction in the fundamental principles of rhetoric.¹³

The course as outlined above was an outgrowth of Dr. Goggin's view of the aims of composition, which are quoted here at some length.

The aim in all Standards is to lead the pupils to express themselves simply and clearly on any topic about which they have thought or read. The work in each Standard is divided into two parts - the first or "real" concerning itself with the expression of thought, the second or "formal" concerning itself with the structure of the sentence and later the paragraph and theme.

¹²Ibid., p. 17-18.

¹³Ibid., pp. 84-89.

The pupils gather thoughts from the lessons in history, literature, geography and other subjects, learn how to arrange them and, after giving oral expression to them, write them with due regard to the mechanics of composition. Errors are corrected from the standpoint of thought and but one or two considered in any lesson. By a series of sentences on the blackboard the pupils are led to see the nature of the error observed by the teacher. Each pupil then reads his own composition to discover whether he has made this error and to correct it if he finds it. Self-criticism and self-correction are aimed at.

In the higher Standards there is added analysis of typical passages of prose to discover their essential characteristics. Through this analysis the study of structure is emphasized. In the order of thoughts depends the clearness of their presentation. Some knowledge and appreciation of style is also secured.¹⁴

Of all the subjects on the secondary school curriculum, composition received the most attention from the school inspectors and the sub-examiners. These officials consistently expressed dissatisfaction with the classroom work in the subject and also with the results as revealed on the examinations. Such expression of opinion as the following are found:

In no other subject is the standing of pupils as low as in composition... In the higher grades too much stress is placed on the reproduction of the substance of lessons in reading, history, etc. The scholars should be encouraged to narrate their own experiences (real or imaginary). The adoption of a more original type of work should result in greater interest and a greater power of thought expression.¹⁵
(G. J. Bryan, Inspector of Schools for Southern Alberta)

In a very considerable number of schools composition does not receive the attention which it deserves, the training in the subject being confined to the reproduction of stories contained in the reading lessons. This is useful and important practice in composition but it does not take the place of formal teaching on the subject.¹⁶
(J. A. Fife, Inspector of Schools for Edmonton)

¹⁴Council of Public Instruction of the North-West Territories, Report 1896, pp. 21-22.

¹⁵Department of Education of the North-West Territories, Annual Report 1903, p. 54.

¹⁶Alberta, Department of Education, Annual Report 1909, p. 44.

It is interesting to compare the above remarks with the opinions expressed by the sub-examiners in the 1902 annual report. Commenting on the work on the essay examinations for Standards VI, VII and VIII, they stated:

The work is not satisfactory. The English of the essays is inferior to that of the answer papers in literature. In description the results are good but in narration, especially where conversations are given, there are many weaknesses. Exposition is quite below the standard expected.

The subexaminers suggest that candidates should be given much more practice in composition based upon the prose literature, and particularly upon topics demanding direct narration and exposition.¹⁷

There was whole-hearted agreement on one point: the standard of achievement in composition was not high enough. But whereas the inspectors felt that there was too much stress on "reproduction of the substance of lessons in reading, etc.," the sub-examiners emphatically endorsed that teaching method. Three methods of improving compositions were suggested: (1) encouraging students "to narrate their own experiences," (2) more formal teaching of the subject, (3) more practice in composition based upon the prose literature.

Dr. Goggin's remarks and the criticisms quoted above provide a picture of the nature of composition teaching during the period. Compositions were based on the work in other subjects, especially literature and history. There was much formal teaching of the principles of rhetoric. Students analyzed passages of prose to discover their essential characteristics; then they could apply the knowledge thus gained in improving their own writing. These were the main emphases of the course, but it is apparent

¹⁷Department of Education of the North-West Territories, Annual Report 1902, p. 19.

that there was a healthy state of disagreement amongst educators on the question of how composition should be taught. Such a state of disagreement left the way open for improvements.

Grammar

The first requirement of the program of studies for English grammar and rhetoric was a general knowledge of the high school grammar textbook. Teachers were to provide definite instruction in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. The textbooks were listed as follows:

Standards VI and VII - Syke's Elementary English Composition

Standard VIII - Burt's Elementary Phonetics, Gummer's Handbook of Poetics, Genung's Practical Elements of Rhetoric.¹⁸

The teaching of grammar had two main objectives: to improve the ability to write and speak good English, and to provide training in thinking. Dr. Goggin had written, "Through the logical forms of subject, predicate and modifier, grammar reveals the essential nature of thought and hence the formal study of it is valuable as a training in thinking." With respect to the other objective, it was realized that the study of grammar made only a very limited contribution to correctness of expression.

¹⁸Ibid., pp. 84-89.

Correct speaking depends more on the forms of speech heard and read than on the rules of grammar, hence considerable attention is given to the correction of errors in the language used by pupils.¹⁹

John Seath, the author of a grammar textbook published in 1899, had stated that correctness of expression is only a secondary purpose of the study of grammar, and that it is "constant practice, under never-failing watch and correction, that makes good writers and speakers."²⁰ The foremost reason then for the teaching of grammar was that it was considered to be valuable as an intellectual discipline.

In their reports, the sub-examiners and inspectors frequently expressed dissatisfaction with the work in grammar. In 1902 the sub-examiners noted that "the power to analyse sentences correctly and methodically is somewhat weak... They consider analysis an excellent test of a candidate's power and urge special attention to it."²¹

The views of the purpose of grammar which have been outlined above were a reflection of the theory of mental discipline which influenced education strongly during the nineteenth century. The study of logically-organized subjects, such as grammar and mathematics, was believed to exercise the mind and so improve the ability to think. If the student found the subject difficult, so much the better: by winning through to a knowledge

¹⁹Council of Public Instruction of the North-West Territories, Report 1896, p. 22.

²⁰John Seath, The High School English Grammar, Revised Edition, Toronto: Canada Publishing Company Limited, 1899, pp. 16-17.

²¹Department of Education of the North-West Territories, Annual Report, 1902, p. 20.

of the subject, he would be better trained. It was believed that there would be a transfer of training from grammar to other fields. The solving of grammatical problems (as in sentence analysis) would provide a training in logical thinking which could be used later in solving the problems of life.

This system of teaching grammar was not without its critics.

Inspector C. Sansom offered this criticism:

But it is perhaps in the teaching of English Grammar that the purely formal element is most in evidence. Grammar is undoubtedly one of the most poorly taught subjects on the curriculum, and the essence of the trouble lies in the formal way in which it is handled. It is very seldom, to take one instance, that the study of the objective case or of the subjective complement is directly associated with the proper use of pronouns. Pupils spend years learning definitions, picking out clauses, and parsing words, with scarcely an idea as to the real purposes of it all. In the rural schools the course of studies in this subject is practically a dead letter.²²

The methods of teaching grammar which had become traditional during the nineteenth century were carried on in Alberta during the early years of the present century, but there were those who were critical of the prevailing ideology and who were looking for improvements.

Summary

Educators generally will agree with Dr. Goggin's definition of a school as a place where "the pupil must be prepared as a member of society to live a worthy life and earn a respectable living."²³ However, they

²²Alberta, Department of Education, Annual Report 1913, pp. 96-97.

²³Council of Public Instruction of the North-West Territories, Report 1900, p. 21.

disagree in their views of how this purpose can be achieved. One group claims that there is a certain body of knowledge which the pupil must learn before he takes his place as an adult member of society. According to this group, the school is, in a way, a repository of this knowledge and must discharge its responsibility of handing it on to the pupil. Those who hold the other view suggest that the child rather than the culture be taken as the starting point in determining curriculum. We should learn all we can about the child; his growth, intellectual and emotional development, his needs, and so on. Then the curriculum can be built to foster this growth.

And, as always in human affairs, there are those who will take a stand somewhere between the two.

The underlying assumption of the English curriculum described in this chapter was that it was the school's function to transmit the cultural heritage to the students. This assumption was especially evident in the literature and reading courses. Certain works of literature had come to be accepted as being the great masterpieces of the language and, unless a student had read and studied some of them thoroughly, he had not really been educated. Therefore, regardless of a student's abilities and interests in high school he was required to study those works which, because of their literary worth and because they had stood the test of time, had been accepted as classics. In other words, the curriculum was of the type which has been labelled "subject-centred."

The choice of literature and the method of teaching it were determined, once the above assumption was adopted. The study of literature was thought of as a type of character training. By reading and studying the works of the "master minds," an individual would come to a realization of what was

best in himself and in others and would thus develop a set of high ideals. He would read about noble actions and characters as described by the greatest writers and be inspired to emulate them. The classics were chosen rather than contemporary works because their worth had already been proven.

The emphasis in composition assignments was on reproduction of material which the student had studied in other subjects. However, there were those who felt that the work should be more closely related to the experiences of the students. Grammar and rhetoric were taught, in a formal manner, as a separate subject from composition. Grammar was justified on the grounds that it gave excellent training in logical reasoning and that, because of its difficulty, it built moral fibre.

CHAPTER III

THE ALBERTA HIGH SCHOOL ENGLISH CURRICULUM

FROM 1912 TO 1922

When the province of Alberta was created in 1905, the new department of education was faced with the problems of organization, and therefore found it convenient to continue with the curriculum which had been introduced in 1902. The first step toward the introduction of a new curriculum was taken several years later when a committee of "prominent educationalists of the province was appointed by the Minister of Education to consider the revision of the program of studies, and to make such recommendations as might be deemed desirable with a view to its improvement."¹

In its first attempt at curriculum revision, the department of education was not prepared to go very far beyond the scope of the Goggin curriculum. Even though sources such as inspector's reports indicate that there was criticism of the curriculum and of teaching methods, the inertia of tradition was too great to be overcome in one bound. Therefore, the description of the curriculum will show that although there were a few innovations, the English curriculum was to remain basically unchanged for ten more years.

It will be noted ^{that} at this time, the term "standards" was abandoned and the "grade" system was introduced. The twelve grades were divided into an elementary division of eight grades and a high school division of four

¹Alberta, Department of Education, Annual Report, 1912, p. 81.

grades. Government examinations were to be written by students in every grade from grade VIII to grade XII.

Literature

This section will describe three points of difference between the literature courses which were introduced in the 1912 revision, and the courses which had been introduced in 1902. However, because the type of literature prescribed was unchanged, there was probably no great modification of the teaching of literature in the high schools of Alberta.

It was apparently believed that the literature courses as taught before the revision had been too difficult for the students in grades IX and X. "In grades IX and X it is intended to acquaint the students with a number of the easier selections from several of the simpler forms of literature, and especially to create a reasonable measure of literary appreciation."² In the upper two grades, the increased knowledge and maturity of the students would allow more emphasis to be placed upon "comparative study and more critical interpretation." These statements indicate that an attempt was being made to adapt the courses to the abilities of the students.

In the previous chapter it was noted that, in the opinion of Dr. Goggin, the primary objective of literature study was character development or moral training. It is surprising to find that in the 1912 curriculum, no reference was made to that objective. The curriculum-makers

²Alberta, Department of Education, Annual Report 1913, p. 200.

had a much narrower view of the aims of literature.

There are several ends to be gained by the course as here outlined. The work should be covered in such a manner as to arouse in the student an interest in his work, foster a taste for good reading, and, in the end, leave him with the power of intelligent and correct literary interpretation...the chief aim must be to teach the pupil to understand, interpret and appreciate our best literature.³

These were no mean objectives in themselves, yet they mark an interesting departure from the values which most other teachers of literature see in the subject.

Teachers were directed by the course of studies to pay increased attention to oral reading. It was felt that effective oral reading was an important tool in achieving the chief aim of the course: an understanding and appreciation of literature.

In grades IX and X special attention must be given to oral reading. It should be made clear that by oral reading is meant the expression of an author's thought in spoken language. If stress is put upon the thought the student is brought face to face with the fact that he cannot read any selection the meaning of which he has not clearly grasped from the written signs. Such reading can become an exceptional means of self-culture and of literary interpretation.⁴

In view of the fact that there was such stress on oral reading, it was natural that the course of studies should discuss voice training.

In order that this expression may be interpretative in the highest degree attention must be given to voice training and the general laws that underlie vocal expression. In voice training care must be taken to develop strength, improve quality and increase flexibility. Some students have naturally very thin or weak voices which, by proper exercises, may be readily strengthened. Some have disagreeable tone qualities which may be remedied by the careful teacher. There are other students whose voices are flat or stiff and the tone monotonous.⁵ Proper exercises in interval and scale work will remedy these defects.

³Ibid.

⁴Ibid.

⁵Ibid.

Such a course would depend for its success on a teaching body well-versed in the techniques of voice training. It has, unfortunately, been impossible to determine whether such training was provided either through Normal school courses or through a program of in-service training. There is some evidence, however, that the objectives of the course with regard to oral reading were not being realized. Inspector M. O. Nelson of Wetaskiwin wrote:

The greatest fault in this subject is a lack of emphasis and expression which may be accounted for by the fact that in most cases the child does not thoroughly understand the subject matter of his reading lesson... Truly, but a small percentage of the pupils graduating from our schools can read with naturalness and proper expression.⁶

The main differences between the literature courses as introduced in 1922 and those which they superseded was in the stress laid on oral reading. There was a minor change in that the collateral reading which had formerly been listed in the course of studies as a separate subject was now incorporated into the literature program. However, the reading materials listed for study were much the same works that had been in the old courses. There is no indication of any official advocacy of changes in methods of teaching. In a word, changes in the literature program were made only in details and not in fundamentals.

Composition

The requirements for the composition courses in the four high school grades were set forth in a short paragraph for each grade. The quotation

⁶Alberta, Department of Education, Annual Report 1914, pp. 81-82.

below, which was the prescription for grade IX, illustrates the type of course outline which was provided.

Short compositions based chiefly on subjects chosen from the texts prescribed for collateral reading. Special attention will be given to narrative themes and to the principles treated of in pp. 1-88 of the prescribed text; due attention will also be given to the section devoted to letter-writing and to the treatment of common errors, the use of capital letters and the rules of punctuation as treated in the appendix. Text Book: *Manual of Composition and Rhetoric* (Gardiner, Kittredge and Arnold).

Because specific sections of the text were prescribed, there was no need for any lengthy statement of the composition courses in the program of studies. Teachers were merely required to teach the parts of the textbook which had been assigned, and to make appropriate writing assignments.

In grade X the course prescribed for grade IX was to be reviewed, and in addition a number of other sections of the above textbook were to be studied. Special attention was directed to the principles of description and to letter-writing. As the student went on to grade XI, he would once again review the work of the previous two grades and would also study the parts of the textbook dealing with exposition and argument, and with sentences. Finally, in grade XII, this work would be continued and instruction in the principles of rhetoric would be given.

The composition courses as outlined above were so much like the former courses that they can hardly be called changes. Compositions were still to be based on the students' reading. The curriculum made no allowance for ranging outside rigid limits in search of suitable topics for composition. Nowhere can there be found any suggestions that these topics

⁷Alberta, Department of Education, Annual Report 1913, Edmonton, p. 201.

be related to the students' own lives and out-of-school experiences. The teaching method was primarily one of teaching the principles of certain types of composition, such as narrative, argument, and exposition, and of providing practice in writing these types. Once again, teachers and students were cautioned that "work palpably defective in spelling, writing, punctuation of division into paragraphs would not be accepted at examinations."

Grammar

Grammar as a separate subject was to be taught only in grades IX and X. During these two years the students were to obtain a "general knowledge" of Chapters I to XVII of the prescribed textbook, which was The High School Grammar, revised edition, by John Seath. There was to be a general and also detailed analysis of passages and the students were also required to study the grammatical values of words.⁸

To gain a more complete idea of the course, it is useful to glance at the chapter headings from the above text. The following chapters were the ones prescribed for grade IX.

- II. The Sentence and Its Components
Words, Phrases, Clauses
- III. Classes of Sentences
According to Composition and Form
- VI. The Syntax of the Parts of Speech
- VII. Verbs
- VIII. Nouns
Words, Phrases, Clauses
- IX. Pronouns
- X. Adjectives
Words, Phrases, Clauses
- XI. Adverbs
Words, Phrases, Clauses
- XII. Prepositions
- XIII. Conjunctions
- XIV. Interjections

⁸Ibid, pp. 202 and 204.

In grade X the following chapters were prescribed:

- I. Introduction
 - The English Language, English Grammar
- V. Word Formation
 - Derivation, Composition, Inflection
- XV. Infinitives, Gerunds, Participles
- XVII. Historical Outline⁹

The text was featured by a logical, and usually lengthy, development of the topics. The intricacies of "shall" and "will" and "should" and "would," for example, are dealt with exhaustively, as is also the subjunctive.

Although the programme of studies did not list the aims of the teaching of grammar, it may be assumed that the authorities gave tacit approval to the aims which were described in the textbook. In the preface the author wrote, "this edition has been constructed in accordance with the view that, while English grammar is a science with important practical applications, it is, when properly studied, an intellectual discipline of the highest order."¹⁰

Seath saw another great value in the study of grammar--a cultural one. He wrote:

Nor are we content with merely using language; we want to know something of what language is, and to realize what it is worth to us; for the study of language has a great deal to tell about the history of man and of what he has done in the world...And, as language is the principal means by which the mind's operations are disclosed, we cannot study the mind's workings and its nature without a thorough understanding of language. For all these purposes, we need that knowledge of language and grammar to which the study of English grammar is the easiest and surest step.¹¹

⁹John Seath, The High School English Grammar, revised edition, Toronto, Canada Publishing Company (Limited), 1899, pp. 7-8.

¹⁰Ibid., p. 5.

¹¹Ibid., p. 17.

The textbook writer also refers to the contribution which the study of grammar might make towards correctness of expression. However, he states that it is constant practice, rather than knowledge of grammar, which makes good writers and speakers. And so grammar is justified on other grounds--those of intellectual discipline and cultural value.

Summary

In spite of changes in a few minor details, the 1912 curriculum could hardly be called a new curriculum. Basic principles and emphases were unchanged; it was still mainly a subject-centred curriculum. In literature, for example, a knowledge of the great literature of the past was considered essential. It was the teacher's duty to see that the students read the classics, studied them in detail and learned to interpret and appreciate them. The student was required to study various types of composition and was expected to master the principles of composition and rhetoric. And when he wrote his themes, he was to base them on something he had studied in school.

The English curriculum was organized in a formal way, as the arrangement of studies in composition would illustrate. From a study of narrative composition in grade IX, the pupil would progress in each grade to other types of composition which increased in difficulty. Thus he studied description in grade X, exposition and argument in grade XI, and after reviewing these topics, he studied the principles of rhetoric in grade XII.

Why did the objective of formal intellectual discipline receive such emphasis? During the nineteenth century and the first two decades of the twentieth, the primary purpose of the high schools was to prepare students

for university and normal school. It was believed that they would be better prepared for the rigors of university life if their high school studies had been difficult and disagreeable. But even if a student did not go on to a higher education, the type of training his mind had received in high school would enable him to meet and solve the problems of life more effectively.

Therefore, as the basic objective - intellectual discipline and preparation for university - of the high schools of Alberta remained the same, the 1912 curriculum was, to all intents and purposes, the same as the one which it replaced.

CHAPTER IV

THE ALBERTA HIGH SCHOOL ENGLISH CURRICULUM FROM 1922 TO 1937

In the early years of the twentieth century the objectives of secondary school education in America underwent considerable change. Whereas the main function of these schools had been to prepare students for university, now they had to meet the needs of the ever-increasing number of students who were attending high schools with no intention of proceeding to higher education. In 1918 the Commission on the Reorganization of Secondary Schools issued a report in which were enunciated the "seven cardinal principles of education." These laid heavy stress on the contribution which education must make to the development of the student in such phases as health, command of the fundamental processes and worthy home membership. This report was highly influential in curriculum development after World War I. Another report which influenced English curricula was issued by the National Joint Committee on English. This report stated that inasmuch as most high school students go right into "life" upon graduation, the English course "should be organized with reference to basic social and personal needs."¹

Many teachers took issue with the view of English as a formal subject. It was claimed that forcing the child to pay attention to the forms of speech

¹National Joint Committee on English, Reorganization of English in Secondary Schools, Bulletin No. 2, Government Printing Office, Washington, 1917, p. 26.

and writing resulted in "stultifying indifference, mere memory of words without real significance and an utter failure to establish right habits of speech or of interpretation."² The feeling was growing that the detailed study of grammar and rhetoric and the doing of lengthy exercises in sentence analysis did not result in enough improvement in the students' language skills to justify the time spent on this work.

Therefore, it was advocated that the detailed teaching of the rules of grammar and rhetoric be either partially or completely abandoned. It was proposed that, since language skills must ultimately be used in social situations, they be taught in such situations. That is, the course should be made up of experiences of "social value" which would give the students practice in communication. "The pupil must speak or write to or for somebody, with a consciously conceived purpose to inform, convince, inspire or entertain."³ The material for oral and written work should be taken from the experiences of the pupil—from his school work and also from his outside interests such as play, amusements, work, home activities, etc. It was recommended also that the exercises have, as far as possible, a purpose such as writing an article for the school paper. Thus the report stressed that English must be "social in content and social in method of acquirement."

There were new trends also evident in the teaching of literature. One of these was the greater emphasis placed on interest and enjoyment. The

²Ibid., p. 27.

³Ibid., p. 27.

report stated:

Literature chosen for any given school should make a natural appeal to the pupils concerned, for without interest, which depends upon this appeal, there will be no enjoyment; without enjoyment, there will be no beneficial result.⁴

Classic literature was still heavily favored although it was admitted that modern literature had a legitimate place in high school work. The advantage of current books and magazines was that they quickly won the interest of the students and therefore if they had a high ethical or social message they could well be included in the curriculum.

Literature

The curriculum-makers wrote a statement of the values and aims of literature which, when compared with that found in the previous program of studies, is notable for its length and comprehensiveness. In the statement first place was given to the "value of literature in preparing the student to be a good citizen and a co-operating member of society."⁵ The Handbook went on to state that literature acquaints the student with his culture, brings him into contact with a variety of human experiences, reveals wisdom in the conduct of individuals, arouses admiration for great personalities and noble deeds, and develops the ability to judge human conduct. In addition to the above aim, four others which are summarized below, were

⁴Ibid., P. 64.

⁵Alberta, Department of Education, Handbook for Secondary Schools, Edmonton, 1930, pp. 24-25.

listed:

1. To provide the students with a worth-while leisure time activity
2. To train the students to develop standards of taste and appreciation so that they will become intelligent "consumers" of literature
3. To appeal to the emotions and to the creative imagination, especially of the "elite" who will become producers of literature
4. To develop in the student a concept of style, which would eventually enable him to express his own thoughts and feelings more effectively.

The literature course⁶ in each grade was divided into two parts, the first of which was literature for class study. The intensive method was to be used in teaching the selections prescribed in this part of the course. Teachers were provided with detailed instructions on how to teach various forms of literature such as the drama, the novel, the short story and poetry. With regard to the Shakespearean play, for instance, it was suggested that there be three readings of the play, and the points to be taught during each reading were outlined. Instructions on the teaching of the novel were equally detailed.

The second portion of the literature course, entitled supplementary literature, had two sections: obligatory and recommended. All students were

⁶Ibid., pp. 25-28.

required to read the selections under the former heading and to write a test on them. The recommended list provided material for students who desired to read more widely. Most of the obligatory and recommended works (of which there were about six or seven in each grade) were novels, although there were also collections of short stories and one Shakespearean play. They were generally "lighter in vein" than the selections prescribed for intensive study, although they all had "reasonably high value as literature."⁷ The hope was expressed that the student would derive interest and entertainment from them during his leisure hours.

In choosing the literature to achieve the aims outlined above, there was still a heavy emphasis on the classics. There were, however, a number of selections in the supplementary literature which young people would find easier to read and possibly more enjoyable. In grade IX a number of short stories by Canadian authors were assigned while in grade X the biography of George Washington Carver was read.

The choice of reading material for each grade was to some extent governed by the abilities, interests and maturity of the students. The material in grades IX and X was largely narrative, but in grades XI and XII "subject matter possessing deeper qualities of thought, and requiring greater powers of interpretation, has been introduced."⁸ The curriculum-makers apparently were in agreement with one of the principles underlying

⁷Ibid., p. 26.

⁸Ibid., p. 25

the grouping of literature as expressed in the Hosis Report.

...there is always a best time...when, because of certain dominant tendencies in the pupil, a book makes its strongest appeal with the minimum help from the teacher because it presents the maximum interest for the student. Such psychological moments the teacher should seek for, in order that upon this natural interest as a foundation he may develop a progressively higher and finer interest in the best literature without the danger of arousing that general distaste which is the fatal result of so much of our teaching.⁹

A number of topics to be taught in connection with the study of poetry were prescribed for each grade. A study of rhythm in verse was required in the first two grades of high school. Grade IX teachers, however, were restricted to teaching the foot of two syllables; in grade X, they were allowed to continue with the foot of three syllables. In grades XI and XII students proceeded to a study of special stanzaic and structural forms of verse: the Spenserian stanza, the sonnet, the epic, the lyric and the drama. It is interesting to find the drama listed in this section of the work. The dramas assigned for intensive class study were Shakespeare's plays and the emphasis was on teaching these as dramatic poetry.

A suggestion was made in the course of studies that some time be devoted to the study of current literature, that is, newspapers, magazines and periodicals. The purpose of the study was to develop "a love for the best and most wholesome current literature."¹⁰

Memorization of choice passages was to be insisted upon. It was hoped that the pupil's mind would become "a storehouse of stimulating thought, beautiful pictures and fine phrases" and that the results of the memorization

⁹National Joint Committee on English, Reorganization of English in Secondary Schools, Bulletin 1917, No. 2, Washington, D.C., Government Printing Office, p. 69.

¹⁰Ibid., p. 26.

would be "higher ideals, a larger vocabulary and a finer choice of words."¹¹

It was recommended that instruction in reading be given in connection with the courses in literature. However, oral reading was no longer emphasized as it had been in the previous program.¹²

Composition

The Handbook set forth two values and aims of the study of composition. First, the pupil was to be trained to use the English language as "an intellectual instrument, which facilitates and conditions thought."¹³ Second, he was to be trained in the use of the English language as a medium of communication. "He should acquire, and even master, the art of expression in speech and writing." Vocabulary study was pointed out as an important aid in achieving these aims.

Three suggestions were offered which, it was felt, would do a great deal to offset the bad effects of out-of-school influences. The first of these was that the teacher should always set an example in the use of acceptable English. The teacher should also take pains to set up an "ideal of good English"¹⁴ in the class. Finally, all the teachers in the school should co-operate with the English teacher in improving both written and oral English.

The Handbook dealt with both written and oral composition. The aims of the teaching of written composition as set forth in the Handbook can be

¹¹Ibid., p. 26.

¹²Ibid., p. 26.

¹³Ibid., p. 36.

¹⁴Ibid., p. 36.

summarize briefly as follows:¹⁵

1. To lead the pupil to form an ideal of correctness in the details of written expression...
2. To develop...the ability to write a clear and effective paragraph...
3. To develop...the power to write a friendly or business letter...
4. To develop...the ability to make an outline...
5. To develop in senior pupils the ability to write a paragraph or longer composition...with some vigor and individuality of style.

In a paragraph which discussed different methods of teaching composition, this point was emphasized: "No amount of reading or formal teaching of the principles of rhetoric will take the place of practice in writing."¹⁶ In other words, if the students are to learn how to write, they must write.

What should they write about? "People express themselves best about the things with which they are familiar, and in which they are interested."¹⁷ Therefore, it was recommended that the subjects chosen should be within the range of the student's knowledge and should have a personal interest for him. However, a recommendation was also made that the student occasionally be required to do research and then write essays on topics with which he is relatively unfamiliar.

In addition to selecting topics in which the student is interested, the teacher should motivate the student by "surrounding the work...with an appearance of reality."¹⁸ The suggestion was made that the compositions be

¹⁵Ibid., pp. 37-38.

¹⁶Ibid., p. 39.

¹⁷Ibid., p. 39.

¹⁸Ibid., p. 39.

used as articles in a school paper or that business letter-writing situations be taken from the newspaper want ads.

The curriculum-makers took cognizance of the composition teacher's problem of finding sufficient time to mark the writing assignments. Therefore, it was suggested that no teacher should have more than three classes in composition at any one time. It was also strongly recommended that both literature and composition be taught to any one class by the same teacher.¹⁹

The most important aims in the teaching of oral composition were summed up as follows:²⁰

1. To increase the pupils' power to answer...questions clearly.
2. To develop...correct pronunciation and clear enunciation.
3. To develop the ability to...organize and deliver a talk.
4. To train the pupil to contribute his share to informal discussion.
5. To give the pupil confidence in himself in any public speaking situation.

The Handbook stated that more time should be spent on oral than on written composition, because oral expression is used much more than written expression. In discussing the choice of subjects in oral composition, the importance of familiarity with and interest in the subject was re-emphasized.

In conjunction with the work in written and oral expression, the course of studies gave an extensive list of topics which were to be studied in each grade. The principles of composition and rhetoric were dealt with in great detail.

¹⁹Ibid., p. 37.

²⁰Ibid., p. 38.

The study of some of the types of composition was to be carried on in more than one of the high school grades. Description, for example, after being briefly introduced in grade IX, was to be taught more extensively in grades X and XII. The writing of the paragraph was carefully taught in grade IX and was then reviewed in grades X and XII. The outline for paragraph study in grade IX is fully quoted below to illustrate how detailed the curriculum requirements were.²¹ It should be remembered that this was only one of sixteen sections in the composition outline for grade IX.

7. The paragraph

- (a) What a paragraph is
- (b) The mechanical arrangement of the paragraph
- (c) Two main kinds of paragraphs
- (d) The rhetoric of the paragraph
 - The principles of paragraph structure
 - (i) The topic sentence
 - (ii) Unity
 - (iii) Coherence
 - (iv) Emphasis
- (e) Application of the principles of paragraph structure in writing of isolated paragraphs

In publishing such a detailed outline for the composition courses, the curriculum-makers weakened the emphasis of their own statement that practice in writing is of paramount importance in increasing effective expression. Many teachers, when confronted with such a list of rules and principles, would teach the subject point by point, more from the standpoint of covering subject matter than of giving practice in language skills. Evidence that this actually happened in many cases is provided by the

²¹Alberta, Department of Education, Handbook for Secondary Schools, Edmonton, 1927, p. 50.

reports of school inspectors.

The new course in composition...is misinterpreted by many teachers. This may be the fault of a too detailed course in the theory part of the subject, which by some teachers was interpreted to mean that considerable emphasis had to be placed on this...phase of the work. In these schools the students were not getting the necessary practice in expressing their ideas in good written English; that is, the practical essay work was not receiving sufficient emphasis.

The treatment of composition is not the best in many...schools. The theoretical side of correct and effective expression in speech and writing is receiving too much emphasis. Too much time is being spent on devising exercises for the sake of exemplifying principles. The value of these principles should appear more frequently in connection with the projects upon which the students are engaged, and should find a meaning throughout the course in terms of the actual compositional activities of the students.²²

It is evident that composition was still studied in a formal manner. The study was to take place within a framework of the rules of composition, rhetoric and grammar rather than through experiences of social value. The curriculum did, however, stress the importance of assigning topics which were interesting to the student.

History of English Literature

A survey course in the history of English literature was provided as an optional course in grade twelve. The period covered by this course was from the "beginning" (of English literature) to the death of Ruskin, with the period after the accession of Queen Elizabeth to receive the more thorough study. In teaching this course, the teacher was instructed that "considerable emphasis should be placed on prominent movements and tendencies... By the time the pupil has completed his fourth year course he should be able

²²Alberta, Department of Education, Annual Report, ¹⁹²³ pp. 23-24.

to place the whole range of the course in English literature in its true historical perspective."²³

Summary

In one respect the literature course in this revision differed little from previous courses. The selections to be read and studied were largely drawn from the classics. The poetry of Keats, Burns, Byron and Browning, the prose of Tennyson, Hawthorne, Dickens and Lamb, and the plays of Shakespeare were found in all the high school grades.

However, for the first time since the formation of the province, a considerable number of selections from Canadian literature were placed on the literature curriculum. In grade IX, selected stories from Canadian prose were prescribed under supplementary literature. In addition to these selections, several poems by Canadian authors were found in the grade X course.

There was a new emphasis also on taking the students' interests into account. "In English 1 and 2 the material is largely narrative and has been chosen because of its inherent interest for pupils of the junior High School grades."²⁴ This recognition of the importance of the student's interest in his work was reflected in the composition course.

People express themselves best about the things with which they are familiar, and in which they are interested. The teacher of composition should keep this truth constantly in mind in assigning themes for pupils. For the most part, subjects should be chosen within the range of the pupil's knowledge, and as far as possible should have an individual or personal interest for him.²⁵

²³Alberta, Department of Education, Handbook for Secondary Schools, 1927, p. 64.

²⁴Ibid., p. 25.

²⁵Ibid., p. 39.

This viewpoint had been expressed in the Hosis Report in 1917. "Such individual treatment requires that each pupil do much writing and speaking on subjects familiar to him...All theme work should be made as real and vital as possible."²⁶

There were no separate grammar courses. Grammar was included, however, in the composition courses and, as indicated by the list of topics in the program of studies, was to be studied in considerable detail. By integrating the study of grammar and composition in one course in each grade, it was felt that the student would be assisted more effectively in achieving correct, effective expression. .

Summing up briefly, the following seem to be the main influences which were responsible for the changes in the curriculum:

1. The desire to acquaint the students with more current literature, especially that written by Canadians
2. The desire to introduce literature which was more interesting for the students
3. Assignment of writing themes based on the students' experiences rather than on subject matter
4. Relating grammar more closely to written work.

²⁶National Joint Committee on English, Reorganization of English in Secondary Schools, Bulletin, 1917, No. 2, Washington, D.C., Government Printing Office, P. 54 and p. 56.

CHAPTER V

THE ALBERTA HIGH SCHOOL ENGLISH CURRICULUM

FROM 1937 TO 1954

Beginning in 1937, sweeping changes were made in Alberta's educational system from grade I to grade XII. A radical departure in the matter of organization was the introduction of the junior high school. Grades VII, VIII and IX were set up as a separate unit from the six grades of the elementary school and the three grades of the senior high school. Another important change was the abandonment of provincially administered departmental examinations in grades VIII, X and XI; students in these grades were now to be promoted on the teachers' recommendation.

But as far-reaching as such changes were, the one which received perhaps the greatest attention was the introduction of the enterprise or activity method. While enterprises were to be used primarily in the elementary grades, the influence of this idea was to be felt in the junior and senior high school grades as well. Committee work, research and reports, field trips and so on were all attempts to put into practice the "learning by doing" theory.

An indication of the thinking of the officials in the department of education which led to the reorganization of the whole school system, including curriculum, was provided in the 1939 Annual Report.

During the depression years the number of pupils seeking instruction on the high school level more than doubled. A large percentage of these had neither the interest in nor the capacity for advanced study in the subjects of an academic programme. Had there been opportunity for employment, many of them would never have entered the high schools at all. It

soon became evident that a more flexible curriculum, with a frank recognition of the educational value of the so-called "practical" subjects and some attempt to study the aptitudes of the pupils, was the next step in programme building.¹

Many other factors were responsible for the changes which were being brought about in the curricula. Some of these were the fruits of the ever-increasing amount of educational research which was being carried on in the United States and Canada. Research into individual differences, for instance, resulted in the realization that all students should not be forced to study the same materials at the same rate. Increased knowledge about the growth of children showed that it was unrealistic to expect all the children in a grade to achieve the same standard in every field of subject matter before being promoted. The attention of educators was more and more directed to the growth patterns of children in determining the content of the curriculum. When research revealed the wide variation in the skills and abilities of students in any one class, the necessity for greater flexibility in curricula to meet the varied needs of the pupils was realized. The individual differences also showed the need for programs of remedial instruction.

Research into the learning process undermined belief in the theory of mental discipline, and it was also revealed that there was little transfer of training from one subject to another unless the teaching specifically aimed at such transfer. These findings led to changes in attitude toward the teaching of grammar. In addition, new concepts of

¹Alberta, Department of Education, Annual Report, 1939, p. 7.

grammar which were evolving from the work being done by linguists were to lead to changes in English courses. (The reader is referred to the section on grammar which follows in this chapter.)

Integration of Literature and Language

In all previous programs of study, literature and composition had been taught as separate subjects. In the courses as introduced in 1937, however, they were united to form one subject--English. In all three high school grades, English was allotted one period per day on the timetable, which was a considerable reduction in time devoted to this subject, as compared with previous curricula. However, the curriculum-makers emphasized that composition was to be the responsibility of the teachers of all subjects.² It was hoped that drill in the principles of correct and clear expression would be a part of the teaching of all classes. It was anticipated that following this practice would compensate for the reduction in time in the English courses.

The question of how to divide the time between language and literature activities in the English course naturally arose. The program of studies provided this answer:

No prescription is made in regard to the division of time between language and literature. The standard of achievement of the class is the deciding factor; but it is suggested that from one-fifth to two-fifths of the time devoted to English be spent on teaching the principles of clear and correct expression.³

²Alberta, Department of Education, Programme of Studies for the High School, Bulletin II, Edmonton, 1939, p. 3.

³Ibid., p. 4.

The teacher was therefore to use the standard of achievement of the class as the basis for deciding on the time allotment for language and literature. However, the program of studies stipulated that about two-fifths of the time be devoted to teaching clear and correct expression; this would mean that, regardless of the standard of achievement, more time would be spent on literature than on language in the average class.

In the statement of objectives of the English course, six points were listed. Of these, the first dealt with the development of the pupil's ability to express himself "clearly, correctly and if possible effectively in oral and written English." The other five objectives were those which are more specifically the objectives of the study of literature. Improvement of the student's reading ability was mentioned in three of the objectives. He was to be trained to read audibly, intelligently, systematically and with understanding, and was also to be taught to recognize and appreciate good literature. One other outcome recognized the contribution which literature can make to the development of the child in these terms:

Through a wide range of reading, to extend and enrich the pupil's experience, and to develop his ability to interpret his environment.⁴

Language

The programme of studies brought to the attention of the teachers three important factors to be kept in mind in all language teaching. The

⁴Ibid., p. 3.

first of these was that "the pupil must have something to say." This would make the teacher responsible for assigning topics which were interesting and meaningful for the student. Secondly, the teacher was reminded that the student, in writing or speaking on a topic, must have some specific reason for saying what he said. The importance of motivating the work of the student was thus emphasized. The third factor to be kept in mind was that the student "must have that knowledge of the technique of expression which will enable him to say what he wants to say clearly, correctly and effectively."⁵

A number of topics were listed, the study of which would increase the students' ability to write clear and correct English. These were:

Denotative and connotative power of words; variety in sentence structure; use and meaning of subordinate clauses; paragraph building; collecting, selecting and arranging material for presentation.⁶

It was assumed that students would already have studied the mechanics of writing, such as spelling and punctuation, and that these skills would not require much further teaching in high school.

The language textbooks, Expressing Yourself, had been chosen with these factors in view and a brief description of them will further illustrate the concepts and principles which were basic to the new English courses. Each textbook began with a unit which was intended to motivate the students' language work. Included were chapters with such headings as "Why You Should Learn to Express Yourself Well" and "What You Seek As a

⁵Ibid., pp. 4-5.

⁶Ibid., p. 5.

Student of English." Self-rating charts and achievement records were suggested as further motivation.

In the three textbooks, twenty-four chapters dealt with the development of skills in composition (both written and oral), five with reading skills and six with grammar. The majority of the chapters on composition were devoted to developing skill in some particular form such as the social letter, the paragraph, description ("Using English to Describe"), and argument. Each of these chapters was written with the aim of teaching rules and principles which would help the student to master the particular form of composition. There was a generous number of suggestions for writing assignments, most of the topics being related to some aspect of the student's life. He was at all times encouraged to write and speak on topics which were meaningful for him.

Of the six chapters on grammar, four were in the grade ten textbook and one each in the other two. They were written in the traditional style: a definition, a few examples, and a number of exercises. There can be little doubt that, at least in grades eleven and twelve, the English course provided less time for direct teaching of grammar than had been provided for in earlier curricula. There were no parsing exercises and, while many teachers no doubt still used that method of teaching, the trend was away from lengthy, detailed analysis of passages. As the authors stated, "We have sought to make our assignments not merely compositions, but important and reasonable practice in the types of expression required in daily life."⁷

⁷H. H. Wade, J. E. Blossom, M. P. Eaton, Expressing Yourself, Boston: Houghton Mifflin Company, 1939.

Grammar

During the eighteen nineties and the first three decades of the twentieth century, many educators became strongly dissatisfied with the grammar courses as they were then being taught. The findings of research into grammar and language usage showed that some of the ideas about grammar then current were in error. New ideas were brought forward and these led to important changes in high school grammar teaching.

First, research in psychology destroyed the belief in formal discipline, that is, that if a person solved difficult grammatical problems, his brain would be exercised so that he would be better able to solve other mental problems. This belief had been one of the main arguments in support of the teaching of grammar. Educators now realized that there was actually little, if any, transfer of training from grammar to other subjects.

Moreover, research showed that there was actually little relationship between knowledge of grammar and the ability to write and speak well. Educators came to the realization that knowing about the language did not mean that one could use it effectively.

Finally, there was a widespread revolt against the methods of teaching grammar. Students had been made to analyse sentences endlessly, so much so that sentence analysis came to be an end in itself and made little contribution to the students' ability to express themselves effectively. Many teachers felt that it would be far more worth while for the students to write their own sentences and correct their own errors than to analyze sentences written by others. Grammar was to be functional, that is, to be used directly in improving language skills and correcting errors.

Also coming under severe criticism was the traditional concept of correctness in language.

For generations the English language has been taught to children and youth as a set of fixed facts and principles, a logical structure of rules which govern the use of English in speech and writing. Deviations from this fixed set of rules have been considered to constitute errors; the observation of these rules presumably resulted in the correct use of English. This static and authoritarian point of view had persisted despite certain objective and glaring evidences to the contrary and despite the published work of generations of competent linguists who have without exception repudiated the authoritarian position.⁸

Educators in the field of English were beginning to accept the concepts that correctness rests upon usage and that all usage is relative. Pooley defined good English as:

...that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to speaker and listener. It is the produce of custom, neither cramped by rule nor freed from all restraint; it is never fixed, but changes with the organic life of the language.⁹

All these new ideas resulted in a trend away from the teaching of grammar as a set of rules to be learned and followed, toward an emphasis on functional grammar.

The statements in the program of studies regarding grammar were quite in line with the thinking of the time, as is shown by the following quotations.¹⁰

⁸National Council of Teachers of English, The English Language Arts, New York: Appleton-Century-Crofts, Inc., 1952, p. 274.

⁹Robert C. Pooley, Teaching English Usage. New York: Appleton-Century Company, Inc., 1946, p. 14.

¹⁰Alberta, Department of Education, Programme of Studies for the High School, Bulletin II, 1939, pp.5-6.

...Some knowledge of grammar is...essential to the correct usage of the English language. However, teachers of grammar should bear in mind that they are dealing with a living language, which cannot be fettered by rigid rules of grammar. Usage can eventually "wear down" the most logical grammatical rule. It seems advisable, then, to restrict teaching to those simple elementary phases of grammar which actually function in improving and clarifying the sentence.

As for...parts of speech and their use and arrangement in sentences, it has yet to be demonstrated conclusively that an exhaustive study of classification of the parts of speech and the technicalities of the relationship of sentence parts actually improve language usage.

The improvement in sentence structure resulting from practice in the analysis of long, involved sentences has probably not been commensurate with the time and energy spent on such exercises. Emphasis in the present English course has shifted from sentence analysis to sentence building, the assumption being that it is more important from the standpoint of improving his expression, for the pupil to be able to use a subordinate clause in a sentence of his own than to be able to recognize a subordinate clause in a given sentence.

Most of the essentials of grammar have been taught in the intermediate school. Hence the major function of the high school course in language is (1) to maintain the skills already acquired, (2) to make habitual the language habits which cultivated usage now demands, and (3) to concentrate on clarifying and improving the writing of sentences.

A curriculum guide which was issued in 1946 once again emphasized the idea of functional grammar. It was stated that "through a definite, systematic and progressive study of grammar for two years from the functional (that is, usable) point of view, students achieve style in writing and speaking, as well as accuracy of expression."¹¹ A list of minimum requirements for each grade was included in the course outline.¹²

¹¹Alberta, Department of Education, Programme of Studies for the High School, Bulletin 1, 1946, p. 35.

¹²See Appendix.

Literature

In the list of objectives of the English course, three were concerned specifically with the improvement of the reading ability of the students. Two other objectives, those of enriching the pupil's experience and of developing ability to appreciate good literature, were to be achieved through a program of reading. The curriculum-makers had a strong hope that a habit of reading and appreciating good literature would be formed in high school and would continue through life.

There was a shift in emphasis from the "intensive" teaching of literature to the "extensive." Students were to have a wide choice of selections to allow for individual differences in taste and ability. The material in the textbook was graded "to keep pace with the widening experiences and interests of the student and with his growing ability to comprehend and appreciate good literature."¹³ There is an indication here that the curriculum-makers were aware of the research which had been into the reading interests of high school students and that some attempt was being made to develop in students a liking for reading on the basis of those interests.

In connection with the above statement, it may be noted that there was "an increase in the number of selections from contemporary writers."¹⁴

¹³Alberta, Department of Education, Programme of Studies for the High School, Bulletin II, 1939, p. 7.

¹⁴Ibid., p. 7.

No longer was the course to be confined to a study of classics, many of which it was realized, were beyond the student's capacity to understand and appreciate them. The teacher was to satisfy himself that his students, within the limits of their capacities, understood the meaning of the selection under discussion.

No rigid prescription was made as regard methods. Teachers were urged to "vary their method to suit the selection and the students."¹⁵ Some selections could be left after a first reading and little discussion, while others would require more intensive study. Once again, there was a reminder that students were to be allowed the widest possible freedom within the limits of the course. It was pointed out that if students were allowed to select their own reading, the wide variety of selections read by them would necessitate the use of small-group discussions rather than class teaching.

Remedial English and Developmental Reading

The findings of psychology on the subject of individual differences are reflected in a discussion of remedial English in the program of studies.¹⁶ Research had shown that reading abilities of grade X students range from the grade V to the university level. Since a student whose reading level is below that of most of the students in his class is severely handicapped, teachers were urged to give remedial instruction in

¹⁵Ibid., p. 7.

¹⁶Ibid., p. 8.

reading. Remedial instruction in language was also recommended. The program of studies had nothing to say about how remedial instruction was to be given except to state that suggestions could be found in the practice books in language.

Even greater concern for the improvement of reading was displayed in the curriculum bulletin which was issued in 1946. This concern was manifested by the introduction of a section entitled "Developmental Reading," which was a term applied to the improvement of reading for comprehension. It had been realized that reading skills are basic to a student's success in high school and that many of them are seriously hampered by deficiency in these skills. Therefore, developmental reading was made compulsory in grade X, and the prescribed workbook was to be used by all students. This workbook consisted of fifty exercises which were designed to improve various reading skills, such as comprehension, rate of reading, ability to pick out the central idea, vocabulary, and the reading of graphs.

In further pursuit of the aim of improving reading skills, a reading test was given in September to all grade ten students in the province and provincial norms were published soon after. Teachers were then advised as follows:

Having studied the tables given, and compared the achievement of his own class with that in the other schools, the teacher should devise a remedial programme for each individual, if possible, or if that is not feasible he should suit his remedial instruction to the three groups in the class, viz., the high, low and middle.¹⁷

¹⁷Alberta, Department of Education, Programme of Studies for the High School, Bulletin 1, 1946, pp. 28-31.

Thus, a program of remedial reading which had been suggested in the 1939 bulletin was now made compulsory for all grade ten classes. In addition, rather than being an adjunct to the regular work in English 1, developmental reading was made an integral part of the course.

The principle of allowing for individual differences in reading ability was observed in a change in literature textbooks for grade X which was made in 1946.¹⁸ The Magic of Literature, Book III, a collection of poems, short stories and essays was prescribed for those students who had achieved an A or B standing on the grade IX departmental examinations, while Let's Read, Book III was assigned for those entering grade X with a C standing. The assumption was that those students whose achievement had been low in grade IX were probably hampered by poor reading skills. The textbook therefore contained less difficult reading material, and also provided exercises designed to improve reading skills.

Summary

Until 1922, the curriculum in Alberta high schools had been rigidly prescriptive, each subject consisting of a certain well-defined body of subject matter which had to be studied and at least partially mastered by every student, regardless of his ability or interests. By 1922 however, when the curriculum was re-organized, educational thought was veering towards the principle that the starting point of any curriculum should be the student himself--his needs, interests and abilities. This principle

¹⁸Ibid., p. 34.

had influenced the construction of the English curriculum at that time to a slight extent. In 1936, however, the break with the traditional curriculum was made more definite. The needs and interests of the students were the determinant of a great part of the new programme in both literature and composition. The free reading list, for instance, was greatly widened in scope so that books which had a greater appeal for young people were included. While books which had been on the curriculum for decades were still retained, new books by contemporary authors were now placed on the list. The program of studies had stated: "Sufficient material has been included in each of the three courses to allow for individual differences in taste and ability."¹⁹ In addition, the "extensive" teaching of literature had been recommended inasmuch as it would allow for the reading and teaching of a wider variety of selections.

Another evidence of the concern which the curriculum-makers felt for meeting the varied needs of the students was the provision of the developmental reading section and the recommendation to teachers that they institute remedial programs. While even the early curricula had laid stress on student development, it was not until the period under discussion that the wide variation in rates of development of students in any one class and therefore of the need for individualizing instruction (at least to some extent) was fully recognized. The teacher was advised that the programme of studies was not intended to be rigidly prescriptive and that he

¹⁹Alberta, Department of Education, Programme of Studies for the High School, Bulletin II, 1939, p. 7.

should therefore adapt the course to fit the needs of the class. To assist him in this task, at least in grade ten, the textbooks assigned for literature were designed for students on two different levels of ability.

The centering of interest on the student and his needs was carried on in composition and language work. Ideally this work should grow out of his experiences, interests and problems. Topics for written and oral composition should have some meaning and significance for him. The problem of motivating the student in writing and speech activities would be lessened if he were encouraged to express himself on topics of vital concern to him.

Another significant departure from previous curricula was the combining of literature and composition into one course. The programme of studies stated:

...the course is set out in sections, for the sake of simplicity, but in practice these divisions should partly or wholly disappear; the English course will thus be integrated and fused into an entity so that all the activities mentioned come into play through participation in life experiences.²⁰

There had been a definite trend towards integration of school subjects in the United States, as evidenced by the publication of such works as "An Experience Curriculum,"²¹ and the practice had been adopted by many school systems. In practice, most teachers in Alberta maintained the division between language and literature. However, because the amount of literature

²⁰Alberta, Department of Education, Programme of Studies for the High School, Bulletin 1, 1946, p. 37.

²¹National Council of Teachers of English, An Experience Curriculum in English, New York: Appleton-Century Company, Inc., 1935.

remained considerable and the programme of studies stressed reading, the ultimate effect was to reduce the amount of time spent on expressional activities. The programme also provided for a reduction in the amount of grammar to be taught and insisted that such teaching emphasize the idea of functional grammar.

Summing up briefly, the following seem to be the main features of the curriculum during the period reviewed in this chapter:

1. Integration of literature and all language activities into one subject
2. Introduction of more reading material which has greater appeal for young people
3. Emphasis on a program of remedial English and developmental reading
4. Allowing teacher freedom to adapt course to fit the needs of the class
5. Emphasis on extensive rather than intensive teaching of literature
6. Treatment of grammar as functional rather than as a formal study
7. Basing of expressional activities on interests of young people.

CHAPTER VI

THE ALBERTA HIGH SCHOOL ENGLISH CURRICULUM AS INTRODUCED IN 1954

In an educational system as centralized as that in Alberta, any curriculum represents a synthesis of the thinking of an informed group of educational leaders. In formulating the English curriculum, the group takes into account a wide variety of factors: findings of research, evaluation of teaching methods, advances in psychology, public criticism of education, teacher reaction to present curricula, need for articulation between high school and university, demands of special groups, and so on. Ideally, a vigorous research program should be continually carried on for the purpose of evaluating present procedures and effecting desired modifications. Valid research findings and a steady evolution of curricula would take place hand in hand. The limited amount of research in Alberta up to the present has not been sufficient to carry out such an extensive evaluation of the educational program and has therefore had little effect on curriculum revision. Lacking an extensive participation in curriculum construction by the teaching body, the process of curriculum revision has taken place on the initiative of the Department of Education.

It has been noted that the curriculum in effect at the formation of the province had been written by one man-- Dr. D. J. Goggin. The 1912 revision had been prepared by "a committee of prominent educationists" while subsequent reorganizations had been written by committees of departmental officials and teachers who worked within the framework of

principles enunciated by an over-all curriculum committee. The latter groups, as has been noted, were composed of departmental officials, school inspectors, teachers, and representatives of various organizations and groups throughout the province.

The curriculum which was introduced during the years 1937-1939 remained static during the period of the Second World War. After the War, however, the Curriculum Branch of the Department of Education began to take steps towards another revision of the secondary school program. Subcommittees were set up in the various subjects, the first being the Subcommittee on Mathematics in November, 1947, while the Subcommittee on English was set up in April, 1950. The members of the Subcommittee¹ were:

Dr. H. T. Coutts, Faculty of Education, University of Alberta, Chairman
 Dr. H. S. Baker, Faculty of Education, University of Alberta
 J. B. Bell, Vermilion High School
 Dr. J. W. Chalmers, High School Inspector
 Miss Ruth Godwin, Western Canada High School, Calgary
 M. D. Meade, Principal, Edson High School
 Professor F. M. Salter, Department of English, University of Alberta
 W. S. Waddell, Victoria Composite High School, Edmonton

In addition to the above, Mr. Morrison L. Watts, Director of Curriculum, and Mr. A. B. Evenson, Associate Director of Curriculum, attended meetings of the Subcommittee and participated in the discussions. As a result of the labors of this committee, the new English program in grades X and XI was introduced in September, 1954, and the grade XII program a year later.

For the guidance of all persons who were engaged in curriculum building, a curriculum guide was prepared by a special Subcommittee on -

¹Alberta, Department of Education, Senior High School Curriculum Guide for English, 1955, p. 2. *Note: C. S. Bawden was replaced by J. B. Bell.

Objectives which had been set up by the Department of Education. This guide outlined the purposes of modern secondary education in Alberta, discussed the nature and needs of the adolescent and pointed out the implications that these matters have to the teacher. Since the principles enunciated in the guide served as at least a partial basis for the development of the English courses, it is informative to review them briefly.

In its statement of objectives, the Subcommittee shifted the traditional emphasis on subject-matter mastery to the growth and development of young people. "The prime aim of the school is to assist each Alberta youth in his growth toward maximum self-realization."² This shift in emphasis, which was occurring in schools throughout Canada and the United States, was clearly described by Alberty.

Traditionally, the curriculum maker tended to stress the facts, understandings, and skills needed in adult life, and was concerned with adolescent development largely to the extent of finding out what the student was capable of learning at a given level. Only recently have curriculum-making groups sought to discover the needs, problems, and interests of young people and to utilize them directly in determining suitable curriculum materials. The new conception of the individual as a dynamic whole, and of learning as an active process involving continuous interaction with the environment has made it imperative to give the study of adolescence a significant place in curriculum development.³

To construct a curriculum based on the above emphasis, it is necessary to understand the characteristics and needs of youth. "We must

²Alberta, Department of Education, Curriculum Guide for Alberta Secondary Schools, 1950, p. 11.

³H. Alberty, Reorganizing the High School Curriculum, New York: The Macmillan Company, 1947, as quoted in Alberta, Department of Education, Curriculum Guide for Alberta Secondary Schools, 1950.

begin with live boys and girls if we want to help them grow."⁴ Many studies in psychology in recent decades have provided a wealth of information about the growth of adolescents which may guide curriculum-makers in developing curricula. To determine needs of students, the curriculum committee may develop its own list through a study of local youth or may use or adapt any of the numerous lists which have been developed in various studies.

In addition to meeting the needs of the students, the curriculum must also take the social demands of the culture into account. "The preservation of our democratic social order is basic to our educational objectives."⁵ Therefore, it is incumbent upon curriculum-makers to be familiar with the characteristics of the democratic social order. A section of the Curriculum Guide was devoted to outlining the trends in our present economy, and the characteristics and traditional values of a democratic society.

The above three paragraphs show that educational authorities in Alberta had taken the stand that "the social demands of our culture and the adolescent needs largely determine our general objectives."⁶ These objectives, when translated into "clearly discernible goals of secondary education", laid heavy stress on the child-centred approach to education.

⁴DeBoer, John J., Kaulfers, Walter V., Miller, Helen Rand, Teaching Secondary English, New York: McGraw-Hill Book Company, Inc., 1951, p.205.

⁵Alberta, Department of Education, Curriculum Guide for Alberta Secondary Schools, 1950, p. 5.

⁶Ibid., p. 5.

The functional objectives of secondary education were given as:⁷

1. Personal development
2. Growth in family living
3. Growth toward competence in citizenship
4. Occupational preparation

The high school English program could make a special contribution toward the achievement of some of the definite goals which were included in the above objectives. Some of these, which are found under the first objective, are:⁸

- iii. Intellectual achievement
 - a. Ability to think rationally, to express thought clearly and to read and listen with understanding;
 - d. an understanding and appreciation of cultural heritage.
- iv. The development of suitable recreational and leisure-time activities.
- vi. The development of a pattern of values, attitudes, and ethical ideals which furnish justification for good habits and culminate in a philosophy of life which recognizes the importance of religion.

To achieve its objective, "the curriculum must be based on sound principles of learning".⁹ While there are different theories about the learning process, research in educational psychology has indicated the validity of many principles. It is therefore possible for curriculum construction and classroom practice as well to be based on these principles. To illustrate briefly, it has been shown that learning is more effective when there is some purpose for the learning. Another

⁷Ibid., p. 10.

⁸Ibid., p. 11.

⁹Ibid., p. 13.

verified conclusion is that whole learning built around vital experiences is more meaningful than the learning of isolated facts.

Findings in educational research in recent decades have made a strong case for the unit study method. It was strongly recommended in the Alberta Curriculum Guide that this method be used wherever possible, and its advantages were listed.

1. Unit teaching recognizes that learning takes place most effectively in terms of wholes rather than fragments. Psychologically, this means that emphasis is placed upon significant and comprehensive problems, concepts, or activities rather than upon piecemeal activities which the student must somehow fit together.
2. Unit teaching recognizes that learning takes place most effectively when there is an understanding and acceptance of goals to be achieved, and when there is full and free participation in planning for the attainment of those goals.
3. Unit teaching recognizes the necessity for providing for individual differences in rates of learning and interests.
4. Unit teaching provides a sound basis for evaluation. We may conclude, then, that unit teaching as it is being carried out at the present time involves (1) a broad comprehensive problem, (2) a series of related learning activities so organized as to promote common learnings for the entire group.¹⁰

The implications of the above ideas for the English program are well summarized in a definition of a good curriculum as prepared by the National Council of Teachers of English.

...a good curriculum in the language arts is one which helps the students to develop through the normal stages of their growth into mature mastery of language and understanding of literature, to the end that they may use these powers intelligently for the enrichment of their own lives and the improvement of the society in which they live.¹¹

¹⁰Ibid., pp. 22-23.

¹¹National Council of Teachers of English, The English Language Arts, New York: Appleton-Century-Crofts, Inc., 1952, pp. 14-15.

Before proceeding to a discussion of the English courses, it should be pointed out that a new system of numbering all high school subjects was introduced. The English program for the high school consisted of: Grade X - English Language 10 and English Literature 10, Grade XI - English Language 20 and English Literature 20, Grade XII - English 30. These courses were constants, to be taken by all students as requirements for the High School Diploma. Two elective courses were also offered in either grade XI or XII: English Literature 21 (Survey of English Literature) and English Language 21 (Creative Writing).

English Language 10 and 20

In the statement of goals for the English program, the Subcommittee on English quoted those which had been set up by the Commission on the English Curriculum of the National Council of Teachers of English. The ten goals in the list stressed the contribution which English must make to the growth and development of the individual. The first goal was, in fact, "wholesome personal development".¹²

The Subcommittee listed five emphases for the language program as suggested by the above-mentioned goals. As these had an important bearing on the language courses, they are quoted rather fully.¹³

1. Critical thinking. Language communication can be no more effective than the thought processes which underlie it. Specific attention must therefore be given to the nature and means of thinking clearly, to the processes of reasoning, to the devices of propaganda, etc.

¹²Alberta, Department of Education, Senior High School Curriculum Guide for English, 1955, p. 6.

¹³Ibid., pp. 6-7.

2. Mass modes of communication. Facility in reading and interpreting printed materials remains, as ever, important. With the further growth of radio, however, and with the advent of television, accurate and discriminating listening grows daily more important. This new course therefore gives substantial emphasis not only to reading and writing but to speaking and listening.
3. Democracy and group processes. The bearing of the two foregoing emphases on group processes is obvious. The success of a democracy depends, pre-eminently, on the ability of its citizens to think clearly, on their understanding of the media by which ideas reach them, and on the intelligent interpretation of these ideas. A further need is the understanding and effective use of parliamentary procedure.
4. Daily life and vocation. The purpose for which the great majority of high school students must learn to communicate are practical rather than literary. Much attention is therefore given to such activities as letter writing (both business and social) and factual exposition.
5. Realistic grammar and usage.

The above five emphases could be reduced perhaps to one: an emphasis on the practical. The curriculum-makers hoped that the courses as outlined would have beneficial results in the day-to-day life of the students, that the attitudes, understandings and skills acquired by them would enrich their lives after they left school.

In commenting on the development of an English program, the aforementioned Commission on the English Curriculum stated:

Makers of a good curriculum in the language arts must seek out the kinds of situations in which people actually speak, listen, write, and read outside the classroom and try to employ in the training of young people the same general motivations and the same general social atmosphere if adequate techniques of responding to the situations are to be developed. In the ideal curriculum, the life problems of the students provide these situations.¹⁴

The Alberta Subcommittee on English adopted a similar criterion at one of

¹⁴National Council of Teachers of English, op. cit., pp. 13-14.

its first meetings. "What will be the language activities of the students after they leave the high school?"¹⁵ In other words, the content of the language courses must be chosen to fit the students' needs.

After they leave school, people find that the type of writing which they do most often is letter writing; therefore, a language program should provide the student with wide experience in this form of writing. Many of the students will have to prepare reports and so will need to know how to find information for reports as well as how to write clearly and concisely. They may often be required to write short articles of a paragraph or two--articles of a descriptive or expository nature. Almost all people attend meetings and so they should understand parliamentary procedure.

Basing its decision on needs such as the above, the Subcommittee chose the English for Today series of textbooks.¹⁶ That these books had been written with a view to meeting the needs of high school youth can be judged from a perusal of the unit headings.

Language 10¹⁷

1. Understanding Parliamentary Procedure
2. Knowing How to Think
3. Building Paragraphs
4. Improving Your Reading
5. Improving Your Listening and Speaking
6. Using the Dictionary
7. Writing Description
8. Writing Social Letters
9. Knowing More About Radio and Television

¹⁵Minutes of Meeting of Subcommittee on English, Oct. 17, 1950.

¹⁶See Appendix

¹⁷Martha Gray et al, English For Today, Grade Ten (Canadian edition). Toronto: Longmans, Green & Co., 1954, p.

1. Preparing Reports
2. Learning to Write Expository Articles
3. Increasing Your Vocabulary
4. Reading Newspapers Intelligently
5. Writing For the School Newspaper
6. Learning to Speak and Write
7. Learning Business English

People spend much more time in reading magazines and newspapers, viewing television, listening to radios and attending motion pictures than they do in reading books. Therefore, students should be prepared to use these modes of communication intelligently. The school should assist them to improve their tastes and to develop independent judgment, powers of discrimination, and critical standards. Units were therefore provided in all three high school grades for the study of the mass modes of communication.

A feature of the new curriculum was the establishment of language as a separate subject, with an allotment of 175 minutes a week (that is, a daily period of thirty-five minutes). This more than doubled the amount of time devoted to the language program. The increase in time was in accordance with the view of the Subcommittee which stated:

While, in view of the increasing enrolment in the high school during the past half century, the general level of English language usage is probably better than is stated by critics of pupils leaving our schools, there remains a need for still more improvement.¹⁹

¹⁸Martha Gray et al, English For Today, Grade Eleven (Canadian edition), Toronto: Longmans, Green & Co., 1954, p.

¹⁹Minutes of Meeting of Subcommittee on English, July 4, 1950.

When the amount of time devoted to English had been reduced by the 1937 revision, it had been stated that every teacher was to be a teacher of English. It was hoped that the adoption of this principle as a matter of school-wide policy would ensure sufficient practice in language skills to make up for the decrease in time for the English class. The curriculum-makers were basically sound in their thinking, as research has shown that significant improvement in language usage results when teachers in other subject-matter fields insist upon correct usages and forms in all written and oral expression.²⁰ In the years after 1937, it became obvious that the concept of "every teacher a teacher of English" did not receive wide acceptance in the high schools of Alberta. Few schools adopted a concrete program to put the concept into actual practice and the teachers, left to their own devices, took little action to implement the policy. The Subcommittee recommended therefore that the language program be increased to five periods a week in order to provide sufficient time for the teacher to "organize, guide and evaluate the language experiences of high school pupils."²¹

The Subcommittee was careful to point out to the teacher that the main intention in increasing the time allotment was that students receive more actual practice in composition activities.

²⁰Walter S. Monroe, Encyclopedia of Educational Research, The Macmillan Co., New York, 1941, p. 455.

²¹Minutes of Meeting of Subcommittee on English, July 4, 1950.

One of the requirements of the new program is that students should spend more time than heretofore in the actual practice of language skills--specifically, in more oral discussion and writing...It is suggested that the equivalent of two periods per week should be devoted to writing and revision in the classroom, and that at least every two weeks each student submit a paragraph, theme, letter, or similar assignment for the teacher's appraisal.²²

It was the contention of the Subcommittee that "a language program should be in accord with the findings of research in the field of language instruction."

If research in language learning points up any secure finding, it is this: we learn to speak, listen, read and write effectively by speaking, listening, reading and writing--that is, by engaging in purposeful language communication.²³

The influence of research is seen in the following statement which indicates the teaching method to be used in language.

In the past, language teachers have tended to operate on one of two different assumptions. One is that the way to become proficient in language communication is to study about language, especially the grammatical or other principles thought to govern its use. The other is that the way to become proficient is to use language--to get a great deal of experience in practical situations which involve speaking, reading, writing, and listening.

It now seems clear that both approaches are important. Surely no language program can move very far unless students become involved in practical situations requiring the use of language. And just as surely, no such program can be truly educative if there is not going on, concurrently, some more theoretical work devoted to appraisal and improvement. The total process, then, is circular; students have language experiences which provide opportunity and motivation for study about language, which, in turn, enables them to have better language experiences.

²²Alberta, Department of Education, op. cit., pp. 8-9.

²³Alberta, Department of Education, Junior High School Curriculum Guide for Social Studies-Language, Edmonton, 1955, p. 7.

There are thus two main jobs for the language teacher. One of these is guiding the language activities of students, and criticizing the results. The other is conducting a more formal program of language study, often with remedial emphasis. These two phases will not, of course, always be completely separate.²⁴

The above quotation indicates that although "the theoretical work devoted to appraisal and improvement" grows out of the language experiences of the pupils, such work need not be haphazard. There is still a need for systematic, direct teaching of language principles.

The best evidence indicates that an effective language program must provide systematic instructional opportunity in definitely scheduled language periods in which fundamental skills can be presented clearly and fixed firmly by means of properly motivated drill.²⁵

At its first meeting, the Subcommittee accepted this principle: "A language program should be in accord with recognized principles of learning, with special emphasis upon developing motivation and meeting the accepted needs of youth."²⁶ The practical means of putting this policy into effect was the unit method. "A unit is a cross-section of experience based upon some unifying theme or language skill."²⁷ This method of organizing the experiences of pupils in the language program had been accepted by a large body of progressive teachers and had been strongly

²⁴Alberta, Department of Education, Senior High School Curriculum Guide for English, Edmonton, 1955, pp. 7-8.

²⁵Walter S. Monroe, op. cit., p. 455.

²⁶Minutes of Meeting of Subcommittee on English, July 4, 1950.

²⁷The Department of Supervisors and Directors of Instruction, The Development of a Modern Program in English, Ninth Yearbook, National Education Association, Washington, D.C., 1936, p. 76.

advocated by the National Council of Teachers of English.

Oral and written composition are taught as a part of pupils' daily activities. In the progress of the unit or in the life of the secondary school, opportunities arise for discussion of problems, for writing letters, for setting down and disseminating ideas. No longer is the "teacher-selected topic" the basis of speaking and writing. The particular interests of the boys and girls concerned are now recognized as the resources of oral and written composition. As a result, teaching methods are being improved so that pupils may engage with more freedom, ease, and effectiveness in the composition activities natural to them.²⁸

The Subcommittee recognized that the unit is a practical way to motivate students' work in language.

Language skills consist of listening, speaking, reading and writing. Proficiency in these skills cannot be developed in a vacuum. Effective language teaching involves adequate motivation in a meaningful situation... A language unit, if chosen with an eye to class level and interest, is especially valuable in dealing with the more "practical-minded" student to whom literature as such makes a very limited appeal, and who tends to be inarticulate about personal experience.²⁹

The unit is more than merely another way to organize subject matter; adoption of the unit method brings about a modification in classroom procedures. Since the content of a unit is not specified or strictly limited, it is almost a necessity for teacher and students to plan the work together; therefore, the unit method tends toward more democratic procedures. The students will also tend to take a more active part in the activities of the class than they do under traditional lecture and textbook methods. Research, field trips, committee work, reporting, and preparing of displays, charts and other visual aids are the types of

²⁸National Council of Teachers of English, The English Language Arts, Appleton-Century-Crofts, Inc., New York, 1952, p. 185.

²⁹Alberta, Department of Education, op. cit., p. 22.

activities upon which students become engaged. The strong emphasis on the unit approach in the Curriculum Guide and in the organization of the textbooks has to some extent forced teachers to modify classroom procedures in the direction outlined above.

The authorities recognized that even after years of having read about the unit method, teachers still might be unable or unwilling to adopt it. Therefore, it was pointed out to teachers that:

Classroom procedures will require some modification. Those who have spent many years trying to "give" language and literature, combined, in five periods per week may find it hard to break the habit of using all language periods on the time-table for formal teaching. But this practice is to be discontinued. No longer should the majority of writing assignments be given in the last few minutes of the teaching period, with the actual creative work to be done as homework, although this kind of assignment will still have its place.³⁰

The Subcommittee was deeply concerned that stress in the language program be laid on the communication of ideas. While mechanics are important, it is what the student says that matters most. Teachers must guard against the tendency to confine their evaluation of the student's writing to a counting of mechanical errors. It is necessary to place the emphasis on what the student says and how clearly he expresses his meaning.

A language program should place stress upon the cultivation of ideas and upon the organization of clear and correct expression of them; that is, upon the communication of meaning.³¹

Greater emphasis should be placed upon the effective expression of ideas from the meaning approach.³¹

More attention must be given to providing students with "something to say", as language cannot be taught "in a vacuum". More emphasis must be placed on ideas and their organization.³²

³⁰Ibid., p. 19.

³¹Minutes of Meeting of Subcommittee on English, July 4, 1950.

³²Minutes of Meeting of Subcommittee on English, October 17, 1950.

Concentrating on the communication of meaning tends to reduce emphasis on the rules of composition or the principles of rhetoric. In the past, one of the student's main tasks in language has been memorizing these principles; it is obvious, however, that this memorizing is sterile unless the student is placed in such vital situations that he finds something that he truly wishes to write or talk about. His main attention should be concentrated on expressing his ideas clearly, forcefully and even with style. The meaning approach implies also that reliance on rules of grammar be lessened. "Evidence proves that...matters of style...may be taught quite as effectively without grammatical knowledge as with it, if emphasis is placed upon clarity of thought and effectiveness of expression alone."³³ Research has shown that teaching the rules of grammar and composition does not^{necessarily} result in an improvement in expression. The Subcommittee seems to have had valid grounds for stressing the meaning approach.

The above description of the language courses has outlined the basis for the language activities in the two grades. Any language program however consists of two parts: the writing and speaking activities and the study of language principles, grammar and usage; in other words, the circular process referred to above. To assist teachers and students in this latter part of their work, An English Handbook, prepared by Professor M. H. Scargill at the request of the Department of Education, was prescribed for use in grades X, XI and XII. The book tends to:

³³Dora V. Smith, "English Grammar Again", The English Journal, 27 (October, 1938), pp. 643-649.

describe rather than prescribe usage patterns...[It] places considerable emphasis on the syntactical approach. The student is led to understand that article-adjective-noun is a common sequence of words in an English sentence and from this that a word like stone in a stone house is an adjective in function even though it is the name of something just as is stone in He threw a stone. The stress throughout is placed on developing clarity of thought with respect to language.³⁴

The Handbook was not intended as a textbook on which regular language lessons were to be based. The hope was expressed that students would develop a research technique in dealing with their individual problems in grammar and usage. Normally, the student would use the book as a reference in correcting specific difficulties which he encountered. From time to time, however, it might be necessary for the teacher to teach a lesson on some widespread difficulty. Such an approach to grammar and usage was:

based on the assumption that through the junior high school grades pupils have so acquainted themselves with fundamental grammar and usage concepts that they will be able to clear up many of their individual difficulties with a minimum of assistance from the teacher. Suitably chosen examples could be used to show the class as a whole how to do this kind of job. Simple illustrations might be chosen--for example, confusing the use of adverbs and adjectives.

...The teacher during his marking should devise some simple method of recording the nature and frequency of various types of pupil errors. In a subsequent language period he will direct the attention of his class to the elimination of these errors by teaching the language principles upon which acceptable usage is based. In doing this, the teacher will focus attention upon that section of the handbook which gives the pertinent information.³⁵

The curriculum-makers hoped that by the time a student completed

³⁴Alberta, Department of Education, Senior High School Curriculum Guide for English, 1955, p. 22.

³⁵Ibid., p. 21.

high school, he would habitually have recourse to the handbook whenever he was confronted with problems of grammar and usage. The language program would thus make a valuable and lasting contribution to the individual's striving for effective expression. The groundwork for this habit had begun as early as the intermediate grades. The language textbook in grade IX, for instance, had one section organized in such a way that it could be used as a grammar and usage handbook. The handbook habit, begun in junior high school and strengthened in the senior high school, would be of benefit in the post-school life of the individual.

English Literature 10 and 20

The aims of the literature courses are clearly set forth in the curriculum guide:

Literature provides a source of enjoyment and profitable experiences as varied as life itself. From this source we draw in order to motivate ourselves to read, to study, and to enjoy.

In doing so we hope to achieve a number of purposes. One is to broaden our understanding of other people and of ourselves. Few subjects taught in school offer such possibilities for developing youth in the art of human relations as does the study of literature. Through literature we meet people of all kinds and learn to understand them--their ideas, their ideals, their problems, their emotions, their character. Through an understanding of others we are often able to develop those qualities which help us to understand ourselves. Literature helps us to crystallize our ideas, refine our emotions, and develop our standard of values. Literature, too, helps us to extend the range of our knowledge, and provides vicarious experiences that contribute to our development. Through literature our imagination is stimulated as poems, short stories, novels, and dramas create the illusion of reality, sometimes carrying us into the far away, the long ago, and the unusual.

To the purposes suggested above we should add two others. First, we should acquaint high school pupils with a part of their literary heritage as twentieth-century Canadians. Second, we should help them develop standards that will enable them to choose discriminatingly from

the vast number of periodicals and books available to them.³⁶

The time allotment for literature in grades X and XI was to be 105 minutes, or the equivalent of three class periods, per week. The basis of the program in Literature 10 was the textbook, Creative Living 4,³⁷ and the leisure reading program. In Literature 20, to the textbook Creative Living 5 and the leisure reading, was added the study of one Shakespearean play chosen from the following: Julius Caesar, Richard II, The Tempest. In adapting the course to meet the needs and interests of his class, however, the teacher was not necessarily limited to the above books. He was encouraged to supplement them with selections from newspapers, magazines, plays, and collections of prose and verse.

The statement of aims stressed the part which literature can play in the development of personality and character. In some previous curricula (for example, the 1937 program), the study of literature seemed to have been regarded as a means towards the end of improving the reading skills of the students. In the present curriculum, the cultural and humanizing influence of literature was emphasized.

The Creative Living Series of textbooks was regarded as "an ideal reading program for use in Canadian schools."³⁸

³⁶Ibid., p. 36.

³⁷See Appendix

³⁸Ibid., p. 38.

The way in which the...Series is organized allows maximum scope and range in the selection of reading material, as a glance at the table of contents...will indicate. Almost every literary form (excluding, of course, the novel and the full-length play) is represented. The moods of the individual pieces are varied, including everything from the deepest tragedy to the lightest whimsy. While a contemporary outlook is maintained, it is balanced by the observations of the past in the selections from traditional literature. Literary quality is unquestionably preserved.³⁹

The literature textbooks, like those in language, were organized in units, the titles of which are given below.

Literature 10

- Unit I The Individual
- Unit II Humanity
- Unit III Love and Affection
- Unit IV Appreciation
- Unit V Creative Living

Literature 20

- Unit I Individuals
- Unit II Our Community
- Unit III Our Surroundings
- Unit IV Action, Thrills, and Laughter
- Unit V Toward Creative Living

The curriculum guide strongly recommended that unit organization and procedures be used. In addition to experience units such as those in the textbooks, type units based on the drama, the essay, the short story, the lyric poem, etc., could be used.

As indicated in the above quotation, there was a refreshing variety of selections in the books. Amongst the short stories were some, such as The Three Strangers and The Cask of Amontillado, which had appeared on curricula previously, while others had up-to-the-minute titles like

³⁹Ibid., p. 38.

A Date With Dora and Prelude. The choice of types of poems was equally varied; there were poems by Burns, Blake, Keats, Byron, Ogden Nash, A. E. Housman, Robert Frost, Carl Sandburg, Vachel Lindsay and many others. Essay writers were represented by Winston Churchill, Christopher Morley, William Beebe, Paul Gallico, Robert Benchley and William Lyon Phelps.

Developmental reading was not forgotten in the revised program. A chapter in the Language 10 textbook entitled "Improving Your Reading" provided instruction and practice in this field. The practice book Mastering the Reading Skills, however, was dropped from the curriculum after only a year or two of use and so was not prescribed. In a section largely reprinted from the 1946 Bulletin, teachers were reminded of the importance of reading as "the basic tool for work in...all subjects in which the written word is used." In place of a special workbook, "the literature texts provide material suitable for practice in at least some of the developmental reading skills. As an adjunct of the literature program, developmental reading is to receive direct attention."⁴⁰

As in the 1946 Bulletin, there were several pages devoted to a discussion of the leisure reading program. The objectives of this program were:

- (a) to establish and develop the reading habit
- (b) to provide enjoyment through reading
- (c) to develop literary taste, especially in relation to the longer literary work.⁴¹

⁴⁰Ibid., pp. 7-8.

⁴¹Ibid., p. 51.

It was recommended that a minimum of two class periods per month be devoted to leisure reading and that a part of the evaluation of the student's performance in Literature 10 and 20 be based on the leisure reading requirements. The students' reading was expected to have "variety, scope and quality". Over two pages of the Handbook were devoted to listing forty-two activities which could be used during leisure reading periods and suggestions were made of practical ways of evaluating student progress. The attention devoted to outlining the leisure reading program indicates a desire on the part of the curriculum-makers that teachers apply more effort to make this part of the course more of a teaching device than had formerly been the case. With more time in the over-all English program, teachers would probably be freer to stimulate the leisure reading.

English 30

The new grade XII program in English, which was introduced in 1955, was given a time allotment of 175 minutes a week. Language and literature were united into one subject; the reason for this departure from the practice in grades X and XI was given in the curriculum guide.

The divorce of language from literature, however convenient in teaching practice, may create a false impression, the student tending to separate the two into tight individual compartments, instead of seeing them as complementary aspects of a unity--English. Purposeful integration will serve as a corrective to this "separation" point of view and the higher degree of maturity found at the grade XII level should make it possible to lead students both to a keener appreciation of literary forms and to a higher skill in expression. Indeed, many of the literary works presented in Thought and Expression were chosen as lending an immediate impulse to student effort in the field of original composition.⁴²

⁴²Ibid., pp. 64-65.

The textbook Thought and Expression was especially prepared for the course by certain members of the Subcommittee on English. The book was divided into six chapters, each, except the first, being devoted to a treatment of some literary form. Chapter One, entitled "Reading", was a developmental unit with a strong emphasis on style appreciation. The headings of the other five chapters were:

- Chapter Two - Studying Magazines
- Chapter Three- Studying and Writing the Essay
- Chapter Four - Reading, Studying and Writing the Short Story
- Chapter Five - Appreciating Drama
- Chapter Six - Appreciating Poetry

The textbook was to be supplemented by a Shakespearean play (one of Hamlet, Henry IV, Part I, Macbeth, Romeo and Juliet) and the leisure reading program.

The teacher was expressly advised that sixty percent of the total time for English 30 be devoted to practice of language skills. The topics for discussions, essays, reports, etc. would be based primarily on the students' study of literary forms. In the first part of each chapter in the text, the elements and principles of the literary form were discussed and innumerable exercises in language--both oral and written--were suggested. Many of the exercises encouraged creative writing. Each chapter also included a number of selections for study and enjoyment. The great number of suggested exercises was due to the desire "to meet the need of students of differing levels of maturity, interest, and ability".⁴³

⁴³Ibid., pp. 64 ff.

The use of An English Handbook was to be continued in grade XII.

The student entering grade XII will normally have had two years' experience in using the handbook of grammar and usage. He can reasonably be expected to have some knowledge of its contents, and to have acquired a fair measure of skill in applying those contents to the solution of language problems. In grade XII, at his higher level of maturity, and building on the accumulation of the previous two years, he will be expected to increase this knowledge and skill. The handbook is to be considered his indispensable reference in the mastery of language.

The study of "formal grammar," as such, will bulk no larger in English 30 than it does in Language 10 and Language 20. However, the use of the handbook over a period of three years should acquaint the student with the significant principles of English grammar, and with the terminology of grammar and usage.

Grammar, to justify itself, must be a tool used to develop accuracy and effectiveness of expression. Upon this assumption the "handbook approach" to the study of language is based. Grammar, like any other subject, has its own specialized vocabulary. Familiarity with this vocabulary is an integral part of the student's language equipment.

Student and teacher need a common grammar and usage vocabulary in the discussion of language problems...A knowledge of the terminology of grammar and usage is a requirement of the English 30 program.⁴⁴

A comparison of the English examinations of early years with more recent examples tells much about the changes in the English program during the past five decades. The early examinations were based almost entirely on testing knowledge of the subject matter of the courses. In the literature examinations, there were detailed questions on specific novels, plays and poems which had been studied, while in the composition and grammar examinations lengthy passages were presented for grammatical analysis. Essays were based largely on subject matter, and knowledge of the principles of rhetoric was also tested.

⁴⁴Ibid., p. 66.

In contrast, the examinations of recent years have attempted to test the student's power rather than how well he memorized facts and rules. In the June, 1957, examination the largest number of marks were awarded for the ability to write good, clear prose. Students were required to write an expository paragraph, an article on leisure reading and an original essay of three hundred words. Nearly one-quarter of the total marks were given for these questions. Other questions tested the student's understanding and appreciation of selections from essays, short stories, dramas and poems. There were also questions on vocabulary, figures of speech, dramatic terms, language techniques and on writing techniques such as the use of dialogue and the effectiveness of endings in short stories.

If it is true that, as Alberty wrote, "the learning products which are actually tested are the determining factors in curricular planning and learning",⁴⁵ an analysis of the June, 1957, English examinations would indicate that English teachers in Alberta are devoting their efforts to providing the students with such abilities, understandings and skills as:

1. Ability to write clear, forceful prose
2. Ability to write well-organized paragraphs
3. Ability to read various types of literature, including Shakespearean dramas, with comprehension

⁴⁵Harold Alberty, Reorganizing the High-School Curriculum, Revised Edition, New York: The Macmillan Company, 1953, p. 11.

4. Ability to judge style of literary selections and to judge between good and bad writing
5. Competence in language techniques, with some understanding of grammatical terms
6. Development of a good vocabulary
7. Acquaintance with types of magazines
8. Discrimination and taste in choosing magazines

Elective Courses in English

A survey course in English literature was provided as an elective for grades XI and XII, with a credit value of three to five credits. It was suggested that "only those grade XI students who have an interest in literature and who have the capacity to handle such a broad expanse of material should be directed to this course. Grade XII students with interest and competence in English should be encouraged to include English Literature 21 in their programs."⁴⁶ The course was to follow the organization of the text. English literature was divided into nine periods from the Anglo-Saxon to the Modern Age, the latter occupying nearly one-third of the text.

For those students who are interested in creative expression, English Language 21, a course in creative writing, was provided. The procedure was to be that of individual rather than class instruction. "The teacher will encourage each student to develop his ability along his

⁴⁶Alberta, Department of Education, Senior High School Curriculum Guide for English, 1955, p. 70.

particular line of interest, and will adapt the instruction to individual needs."⁴⁷ The English Language 21 course consisted of five units:

- (a) Journalism
- (b) Short Story Writing
- (c) Play Writing and Radio Script Writing
- (d) Essay Writing
- (e) Verse Writing

Summary

There were six major points of difference between the courses introduced in 1954 and 1955 and the ones which they superseded. Most far-reaching in its implications perhaps was the emphasis on meeting the accepted needs of youth. The language program aimed at providing the students with many opportunities to express themselves in situations and on topics which were meaningful to them and which would have a practical value for them in life. The courses provided many experiences in letter-writing, speaking, organizing and giving reports and studying the mass modes of communication. In short, the language program was designed to provide experiences which would enable the student to become a useful, thoughtful citizen, able to express himself with competence in the many situations he would meet in life.

A second important change was the increased emphasis on the unit approach to the study of both language and literature. This method provided a practical way for the teacher to make use of the interests and experiences of the pupil as a starting point for the work in English. It also allowed greater flexibility in adapting the courses to the individual differences found amongst the members of any class and provided effective motivation for expressional activities. Planning and carrying

⁴⁷Ibid., p. 72.

out the work of the unit provided more opportunities for practicing democratic procedures in the classroom. In literature, the organization of the course around broad themes offered greater possibilities of attracting the interests of the pupils.

A third feature of the new program was the increase in amount of time allowed for language activities. Whereas teachers had formerly taught language for two or three periods a week, they now had five. There are several reasons why the increase in time should bring about an improvement in language skills. First is the fact that the course simply provides more time for the students to practice those skills. The teacher would also have more time to check on students' work and give more individual instruction during class periods. Because his marking burden would thus be eased, he would be free to give more assignments. The Subcommittee had seen the necessity for the increased time allotment in one of its earliest meetings.

Since the present concept of every teacher a teacher of English has not always produced desired outcomes and since there is insufficient time for the teacher of English language to organize, guide, and evaluate the language experiences of high school pupils, the time devoted to the secondary school language program should be extended.⁴⁸

Another change in the English was the emphasis on the communication of meaning. There was a recognition of the importance of developing motivation in language work, for students must have ideas which they want to express if they are to improve in language effectiveness. They must have something to say and should be assisted to organize and express their

⁴⁸Minutes of the Meeting of Subcommittee on English, July 4, 1950.

ideas as clearly and forcefully as possible. It was felt that in the past there had been "too much emphasis on the formal aspects of grammar and too little on the significant phases of good usage".⁴⁹

Related to the above point was the new approach to grammar and usage. The students were to learn the grammatical concepts which would be of direct benefit to them in improving their writing and speaking. To assist them in the discussion of language problems, they were to acquire a knowledge of the terminology of grammar and usage. Grammar was to be learned in close conjunction with the compositional activities and as an aid in increasing effectiveness in those activities.

Finally, the separation of language and literature in grades X and XI has been noted. By allowing the teacher and the class five periods a week during which they could concentrate on the task of improving language skills, the Subcommittee hoped that language efficiency would be increased. However, it was believed that the grade XII student's greater maturity would enable him to profit from an integrated course in language and literature.

In summary, the Subcommittee hoped to achieve the aims of the English program by attempting to meet the needs of the students, by providing for more time for mastering language skills, by adopting the psychologically sound unit approach in both language and literature, and by incorporating a grammar and usage program based on modern concepts of language.

⁴⁹Minutes of Meeting of Subcommittee on English, October 17, 1950.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The story of the teaching of English in Alberta for the last fifty-two years is one of increasing liberalization of the curriculum. Factors which have given impetus to this trend can be roughly divided into two broad classes: those which have been concerned with education as a whole, and those which have been concerned more specifically with the field of English.

In the first group of factors there are four concepts or developments which have influenced curricula. The most important perhaps is the adoption of the concept of "education for all", which has transformed the secondary schools in the last fifty years. During the nineteenth century the high schools were highly selective, being devoted primarily to preparing students for higher education. They were reserved for the elite and so tended to perpetuate class distinctions. Early in the twentieth century, however, searching reappraisals of secondary education were made. One of the basic requisites of a democratic society is an educated, enlightened citizenry. The democratic ethic demands that all citizens have equal opportunities to be educated to the limits of their capacity. And so educators are faced with the responsibility of providing secondary education to increasing hordes of students--a non-select group whose abilities, interests, needs and motives are infinitely varied. Educators must continually strive to devise a secondary school curriculum which will provide a general education for all without sacrificing the academic

standards demanded by those who wish to be prepared for higher education.

Another important trend has been the movement toward a more "child-centred" curriculum. The idea that "the prime aim of the school is to assist...youth in his growth towards maximum self-realization" is by no means a new one. Educators and philosophers throughout history have accepted this aim. But to achieve it, educators have followed widely divergent routes. In the early secondary schools on this continent, the proper development of the individual was to be achieved by providing the pupil with a knowledge of a certain clearly-defined body of subject matter and by training his mind through formal discipline. During this century, educators realized that if the school is to assist youth to grow and develop, it is necessary to know how such growth and development takes place. Curriculum-makers begin with this knowledge and build a curriculum which will guide the pupil toward greater maturity. They attempt to choose and incorporate in the curriculum those experiences and activities which foster the personal growth and development of the child.

Another force which has caused changes in curricula is the ever-increasing body of knowledge which is being accumulated through research. The findings of research in education, psychology, and the other social sciences force a continual examination of curriculum, teaching methods, textbooks, and all parts of the educational system. The study of individual differences has led to construction of curricula which are flexible so that they may be adapted to the varying needs of the students. Educational psychology has widened knowledge of the learning process. It has been shown that most learning takes place when the subject is closely

related to the interests and experience of the learner. The adoption of the unit method was prompted by this principle of learning. Reference has been made in previous chapters to the contributions of research to the teaching of English.

The fourth influence on the development of curriculum was the abandonment by most educators of the theory of mental discipline. This change in thinking led directly to a transformation in traditional methods of teaching grammar. It had been claimed that grammar logically taught was good training for the mind. Research however challenged the formal discipline theory and also showed that traditional methods of teaching grammar had little or no effect in improving students' ability to express themselves.

The other broad group of factors which have influenced English curricula are those which are more directly related to the teaching of English. These are outlined briefly below.

1. The intensive study of relatively few literature selections by the whole class has been replaced by extensive study of a larger number of selections. Coryell's¹ study showed that "students taught by the extensive method profited as greatly as pupils by the intensive method in informational achievement and excelled the intensive group in other factors like interest, enthusiasm, breadth of reading interests, and power to express ideas about it." This is not to say that specific selections are no longer taught and discussed in detail by teachers and students. However, many selections are now read to provide

¹Walter S. Monroe, Encyclopedia of Educational Research, The Macmillan Co., New York, 1941, p. 463.

an understanding of oneself and one's fellow men, to develop appreciation, or simply to provide enjoyment; it is no longer considered necessary to dissect and analyze every work in detail.

2. Research into the reading interests of young people has brought about changes in the reading requirements in high school literature courses. Not only have the selections to be found in literature texts become more attractive and interesting but the free reading lists have been greatly extended to include every type of good literature that young people might read. Educators have been greatly assisted by the increase in the number of books written for young people. The wider choice of books encourages students to read more, and their wider reading can result in greater power of discrimination and judgment in the selection of books.
3. Because educators have realized that much contemporary literature is of excellent quality as well as of inherent interest to young people, many examples of this type of literature have been added to the lists of classics which have traditionally been found on English courses. The contention of some that only literature of the past can lead to the attainment of the aims of the study of literature is indefensible. A student's understanding and enjoyment of a book is conditioned by his context of experience; the more modern books are more easily placed by him within that context and so will generally be

more readily understood and enjoyed. It is psychologically sound to motivate the reading of students by providing more interesting books.

4. In language, the emphasis now is on engaging the pupils in writing and speaking activities based on their interests and experience. While much written work will continue to be based on subject matter in literature, social studies, science, and other courses in the curriculum, the motivational value of relating assignments to the life of the student is now recognized. The adoption of the unit method assists teachers in motivating written and oral expression. The theme of the unit may be some topic of interest to young people ("Knowing More About Radio and Television") or it may be the development of some language skill ("Learning Business English"). Whatever the unit may be, it provides the pupils with many opportunities to write and to speak.
5. In learning how to express themselves effectively, students must do much writing and speaking. The emphasis now is on actual practice rather than on learning the rules of composition and rhetoric. Only through extensive practice will students learn to organize ideas and to express them clearly and correctly. It is the responsibility of the teacher to arouse in the students a strong desire to improve their language skills, to guide them in the improvement of those skills, and to provide countless opportunities for them to express their ideas.

6. Research indicates that formal study of grammar does not necessarily help students to express themselves more effectively. Therefore, the tendency today is to make grammar teaching functional, that is, to teach that grammar which will make a direct contribution to effective expression.

Pupils are no longer asked to follow the logical outline of grammar as an organized body of knowledge, beginning with the parts of speech and ending with the noun clause. Rather they are asked to speak and write, to note wherein their speech and writing are effective or ineffective and to discover how the known principles of usage or sentence structure can help them to overcome the specific weaknesses in their own expression.²

7. There is now a more realistic view of the matter of "correctness" in language. It is generally agreed that the proper standard of correctness is the conformity of the language one uses to accepted usage rather than to its adherence to prescriptive rules of grammar. It is also recognized that there are levels of usage. What is correct or acceptable in informal, colloquial speech is not necessarily so in formal writing.
8. There is a new stress on a developmental approach to reading. Development of reading skill is a continuous process; it cannot be assumed that reading need be taught only in the elementary grades. There are certain reading skills that the high school must teach. To mention only a few, the student should develop skill in skimming, locating information, noting details, getting the central meaning of a paragraph, and following directions. Developmental reading units have

²National Council of Teachers of English, The English Language Arts, New York: Appleton-Century-Crofts, Inc., 1952, p. 286.

been included in the grade X and grade XII textbooks, and teachers have been urged to set up a program to improve reading.

In summarizing the evolution of the English curriculum in Alberta, three basic trends are seen. First, the curriculum is being modified because of the prevailing concept that in a democracy, all must be educated to the limits of their capacity. This implies that the curriculum must take into account the range of abilities and interests of the students now attending high school. Second, curricula are being constructed which will assist the individual in his personal development. The emphasis is on a child-centred rather than a subject-centred curriculum. Third, there is a greater dependence on research as a guide in curriculum revision.

The development of the English curriculum in Alberta in recent years seems as a rule to have been based on sound principles. However, with regard to future developments the writer suggests the following points for the consideration of curriculum-makers and teachers.

Research has indicated that an individualized laboratory technique is highly effective in the development of language skills. In the 1955 Curriculum Guide there does not seem to be a sufficient emphasis on the necessity of individualized instruction in language. The Subcommittee on English recommend that at least two periods a week be given to workshop procedure and that teachers should force themselves to use group techniques when pupils are asked to write. It was stated that various methods can be developed for giving on-the-spot assistance to pupils. These instructions hardly seem sufficient; a section of the curriculum

guide or a separate brochure which more fully explains workshop procedures and group techniques in the teaching of writing would be of benefit to teachers.

Research has shown that grammatical concepts must be taught and re-taught. It is unrealistic to assume that students come into high school from grade IX with a working understanding of fundamental grammar and usage concepts. Teachers should be informed that it is often necessary to re-teach even the simplest concepts. Some students even in grades XI and XII have difficulty distinguishing between simple and complex sentences, are often unable to recognize adjectives and adverbs, and are reduced to helplessness when faced with adjectival and adverbial clauses and phrases. Instead of complaining bitterly about the ineptitude of their colleagues in the lower grades, teachers must patiently teach grammar so that the student will eventually be able to use it functionally to improve his writing and speaking.

In the last analysis, the curriculum is not what is found between the covers of a curriculum guide but what actually goes on in the classrooms of the province. It is the contention of the writer that it is unrealistic to expect teachers through mere reading of the curriculum guide to reach a point in their thinking at which a curriculum committee arrived only after years of thoughtful deliberation. A system must be devised of providing teachers with more insight into the thinking which results in curricular changes. Superintendents and inspectors of schools cannot be expected to perform this function alone. Institutes and conventions offer a partial solution, and the formation of English

teachers' organizations on a local or province-wide basis would bring about improvements. Finding solutions is bound to be difficult but the benefits which would accrue in the form of better English teaching would amply repay the effort.

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Seath, John, The High School English Grammar, Revised Edition, Toronto, Canada Publishing Company Limited, 1899.

Wade, H.H., Blossom, J.E., Eaton, M.P., Expressing Yourself, Grades 10, 11, 12, Boston, Houghton Mifflin Company, 1939.

Prescribed Textbooks and Examinations for the year ending June 30, 1907.*

Standard VI

Reading: prescribed books:

Scott's The Lay of the Last Minstrel (Riverside Literature Series No. 134 or Macmillan's Pocket Classics)
 Macaulay's Lays of Ancient Rome (R.L.S. no. 45)
 Dickens' The Cricket on the Hearth (R.L.S. No. 58)
 Goldsmith's The Vicar of Wakefield (R.L.S. No. 78 or Eclectic English Classics) American Book Co., (Morang & Co.)

English Composition: no text

English Literature: Poetical and Prose Literature, Vol. II, edited by Saul and McIntyre (The Copp, Clark Co.)

English Grammar and Rhetoric: Syke's Elementary English Composition (The Copp, Clark Co.); The High School Grammar, revised edition, (Canada Publishing Co.)

Standard VII

Reading:

Coleridge's The Ancient Mariner (R.L.S. No. 80)
 Macaulay's Essay on Lord Clive (Macmillan's Pocket Classics)
 Addison's Sir Roger de Coverley (Macmillan's Pocket Classics)
 Arnold's Sohrab and Rustum (Eclectic English Classics) Morang & Co.

English Composition: no text.

English Literature: Tennyson's The Lotus Eaters, Ulysses, St. Agnes Eve, Sir Galahad, Tears, Idle Tears, The Princess, The Brook, Ode on the Death of the Duke of Wellington, The Charge of the Light Brigade (Select Poems 1907, The Copp, Clark Co.)
 Ruskin's Sesame and Lilies (Gage & Co.)
 Shakespeare's Julius Caesar (Rolfe)

English Grammar and Rhetoric: As above

Teacher's reference: Genung's Practical Rhetoric (Ginn & Co.)

Standard VIII

Reading:

Thackeray's Vanity Fair (Church), Morang & Co.
 Hawthorne's The House of the Seven Gables (R.L.S. No. 91)
 Browning's The Lost Leader (R.L.S. No. 115)
 Wordsworth's Excursion, Book I (Maynard's English Classic Series No. 25)

English Composition: no text

English Literature: Tennyson's The Princess (Bates), The American Book Co. (Morang & Co.)
 Shakespeare's Hamlet (Rolfe)
 Milton's Paradise Lost, Book I, Macmillan's Pocket Classics (Morang & Co.)
 Southey's Life of Nelson (Eclectic English Classics) The American Book Co. (Morang & Co.)

English Language and Rhetoric: Lounsbury's English Language, Part I, revised edition
 Gummere's Handbook of Poetics (Ginn & Co.)
 Gernung's Practical Elements of Rhetoric (Ginn & Co.)

EXAMINATIONS

Standard VI

English Literature
 Essays

Standard VII

English Literature
 Essays
 English Grammar and Rhetoric

Standard VIII

Literature (Tennyson and Hawthorne)
 Literature (Shakespeare and Milton)
 English Language and Rhetoric

Prescribed Textbooks and Examinations for the year ending June 30, 1913.*

(The courses were listed by grades rather than by standards for the first time during this term.)

Grade IX

English Literature

Poetry: Whittier -- Snowbound
Selections from English Narrative Poems
Prose: Hawthorne -- Tanglewood Tales
Ruskin -- King of the Golden River
Collateral Reading: Scott -- Ivanhoe
Longfellow -- Evangeline
Church -- Stories from Homer

Composition: Manual of Composition and Rhetoric (Gardiner, Kittredge and Arnold)

Grammar: The High School Grammar (Seath), revised edition

Grade X

English Literature

Poetry: Scott -- Marmion
Shakespeare -- As You Like It
Prose: Eliot -- Silas Marner
Addison -- Sir Roger de Coverley
Collateral Reading: Scott -- The Talisman
Parkman -- The Oregon Trail
Macaulay -- Lays of Ancient Rome

Composition: as above

Grammar: as above

Grade XI

English Literature

Poetry: Shakespeare -- Coriolanus
Tennyson -- The Coming of Arthur
Selections from Palgrave's Golden Treasury

Prose: Macaulay -- Essay on Milton
 Goldsmith -- Vicar of Wakefield
 Collateral Reading: Morley -- Burke
 Dickens -- David Copperfield
 Tennyson -- The Princess

Composition and Rhetoric: as above

Grade XII

English Literature

Poetry: Shakespeare -- Macbeth
 Milton -- Minor Poems
 Selections from Palgrave's Golden Treasury
 Prose: Emerson -- Representative Men
 Burke -- Speech on Conciliation
 Collateral Reading: Beowulf
 Spenser -- Faerie Queene, Book I
 Carlyle -- Burns and Scott
 Shakespeare -- Henry V

Composition and Rhetoric: no text

English Language and History of Literature:

Lounsbury -- English Language, Part I, revised edition
 Gummere - Handbook of Poetics
 Halleck - History of English Literature

Examination Subjects

Grade IX: English Literature, Composition, Grammar
 Grade X: English Literature, Composition, Grammar
 Grade XI: English Literature, Composition and Rhetoric
 Grade XII: English Literature (two papers), Composition and Rhetoric,
 English Language and History of Literature

* Alberta, Department of Education, Annual Report, 1912.

APPENDIX C

Outline of Courses of Study and Prescribed Textbooks (for the school year 1925-26 unless otherwise specified)

English 1 -- Literature

I. An elementary study of rhythm

- (a) The foot of two syllables
Iambic, trochaic and spondaic feet
- (b) The line
Monometer...heptameter verse
- (c) Scansion of regular iambic and trochaic metres

II. An intensive study in class of the prescribed selections from a two-year cycle

- A. Poetry (a representative selection)
 - Old Ballad: Sir Patrick Spens
 - Aytoun: The Buriel March of Dundee
 - Shelley: The Cloud
 - Austin: A Voice from the West
 - Browning: The Glove
 - The Bible: Ecclesiastes
- B. Prose (a representative selection)
 - Dickens: A Christmas Carol
 - Lamb: Timon of Athens
 - Hardy: The Three Strangers

III. Supplementary Literature

Obligatory

- Tennyson: Enoch Arden
- Hawthorne: The Wonder Book
- Selections: A Book of Canadian Prose and Verse (Dr. E.K. and Mrs. E. H. Broadus)

Recommended

- Stevenson: Kidnapped, David Balfour
- Homer: Odyssey (Butcher and Lang's translation)
- Cooper: The Last of the Mohicans
- Duncan: Dr. Luke of the Labrador

I. The study of rhythm in verse continued

- (a) The foot of three syllables
Dactylic and anapaestic feet
- (b) Rhyme
Beginning rhyme, end rhyme
(1) Single (2) Double
- (c) Special metres
Blank verse, dactylic hexameter
- (d) Scansion of easy blank verse and dactylic hexameter verse

II. An intensive study in class of the prescribed selections...

- A. Poetry (a representative selection)
Shakespeare: The Merchant of Venice
Doyle: A Private of the Buffs
Seeger: I Have a Rendezvous with Death
McCrae: The Unconquered Dead
- B. Prose
Dickens: A Tale of Two Cities

III. Supplementary Literature

Obligatory

Scott: The Talisman
Parker: Seats of the Mighty
Tennyson: Selections from the Idylls -- The Coming of Arthur, The Holy Grail

Recommended

Scott: Kenilworth
Wallace: Ben Hur
Doyle: Micah Clarke
Washington: Up From Slavery

English 3 -- Literature

I. An elementary study of special stanzaic and structural forms of verse

- (a) The Spenserian stanza -- its form and use
- (b) The Sonnet
 - (i) Shakespearean
 - (ii) MiltonicTheir forms and thought

II. An intensive study ...

- A. Poetry (a representative selection from 22 items)
Shakespeare: Julius Caesar

Tennyson: Lancelot and Elaine
 Browning: The Boy and the Angel
 Coleridge: Kubla Khan
 Wordsworth: Milton, thou shouldst be living at this hour
 B. Prose
 Macaulay: Essay on Warren Hastings
 Knoblock: Milestones

III. Supplementary Literature

Obligatory

Dickens: Oliver Twist
 Blackmore: Lorna Doone
 Longfellow: Evangeline

Recommended

Kipling: The Light that Failed
 Eliot: The Mill on the Floss
 Goldsmith: She Stoops to Conquer
 Sheridan: The School For Scandal

English 4 -- Literature

I. A study of the subject matter of poetry

- (a) The Epic
The characteristics of the epic and its more important forms
- (b) The Lyric. The characteristics...
- (c) The Drama
The characteristics of dramatic poetry and the more common forms of the drama

II. An intensive study...

- A. Poetry (a representative selection from 12 items)
 Shakespeare: Macbeth
 Milton: Il Penseroso, Lycidas
 Byron: Lachiny Gair
 Wordsworth: Lines Composed a Few Miles Above Tintern Abbey
 Dryden: Alexander's Feast
- B. Prose
 Ruskin: Crown of Wild Olives
 Carlyle: Essay on Burns

III. Supplementary Literature

Obligatory

Shakespeare: The TempestLytton: HaroldStevenson: Travels with a DonkeyGaskell: Cranford

Recommended

Thackeray: Henry EsmondBarrie: The Little MinisterBronte: Jane EyreTrollope: Barchester TowersHemon: Maria Chapdelaine

APPENDIX D

Textbooks as prescribed in Programme of Studies for the High School,
Bulletin II, 1939

English 1

Literature

Poetry: A Selection of English Poetry (Part 1), Macdonald and Walker

Drama: One play to be chosen from the following:

As You Like It -- Shakespeare

Midsummer Night's Dream -- Shakespeare

Silver Box -- Galsworthy

The Admirable Crichton -- Barrie

Language

Expressing Yourself, Book II, Grade X--Wade, Blossom and Eaton,
Canadian Edition, Houghton, Mifflin and Co.

English 2

Literature

Poetry: Anthology of Poetry -- editor, W. J. Alexander

Essays: Essays of Yesterday and Today -- Tinker, editor

Short Stories: Selected Short Stories -- Ryerson Press

Drama: one of:

Abraham Lincoln -- Drinkwater

Julius Caesar -- Shakespeare

Milestones -- Bennett and Knoblock

Richard of Bordeaux -- Daviot

St. Joan -- Shaw

The Tempest -- Shakespeare

Language

Expressing Yourself, Book III, Grade XI

Literature

Poetry: Poems Worth Knowing -- C. E. Lewis, editor

Essays: Essays of Our Times -- Sharon Brown, editor

Drama: Two Plays

One of: Hamlet
Macbeth
Henry IV, Part I
Romeo and Juliet

One of: Loyalties -- Galsworthy
R.U.R. -- Capek
St. Joan -- Shaw
What Every Woman Knows -- Barrie

Language

Expressing Yourself, Book IV, Grade XII

APPENDIX E

The following quotations have been included in order to give a clear idea of the grammar requirements as outlined in Programme of Studies for the High School, Bulletin 1, 1946.

The outline of grammar for each grade is sketched under the heading Functional Grammar; it will be the duty of the teacher to make the applications in writing and speaking. It is felt that the successful application of this knowledge to the language habits of the students is one of the most important parts of the entire language course. The outline indicates only the minimum attainment for every student; any teacher should feel free to carry his class further in grammar than is suggested in the outline. No effort is made here to suggest methods of teaching, as this is left to the judgment of the individual teacher.

English 1

Functional grammar:

- (a) Recognition of subject and predicate in simple sentences.
- (b) Selection of bare subject and bare predicate in simple sentences, involving the noun and verb and pronoun as parts of speech.
- (c) Recognition of the principal clause or "main thought" in a complex sentence, and the selection of subject and predicate in this principal clause.
- (d) Use of the pronoun as a noun substitute.
- (e) The noun and pronoun as object of a verb, and the recognition of the object.
- (f) The adjective as a describing or modifying word used with the noun and pronoun.
- (g) The adverb as a describing or modifying word used with the verb.

English 2

Functional grammar:

- (a) The phrase as a second modifier of nouns, pronouns and verbs. (N.B. The adjective and adverb were taken up in grade ten. The phrase is thus an extension of the adjective, or the adverb.) The preposition should be taught, if it is not known.
- (b) The adjective clause as a modifier of the noun and pronoun; how the adjective clause is punctuated.

- (c) The adverb clause as a modifier of the verb; how the adverb clause is punctuated. The conjunction should be taught the first time it is encountered with clauses.
- (d) The noun clause, used chiefly as subject. This is the most difficult type of clause for students to recognize and use.
- (e) The compound sentence and the conjunctions and, but, or.
- (f) Explanation of the verb "to be", when encountered. (N.B. The main stress in grade eleven is on the sentence and its parts. The hope is that the teaching will help in constructing sentences and in writing, and lead to some appreciation of style.)

English 3

Functional grammar:

- (1) A review of the work of the previous two years and a further study of the parts of speech.
- (2) The noun: Case-- subjective, i.e. subject of verb, and predicate nominative; possessive case; objective case, i.e. object of verb and object of preposition; number in nouns.
- (3) The verb. Kind: transitive, intransitive; knowledge of the parts of the verb is assumed, e.g. the present, past, past participle. Person-- the same as that of the subject. Number-- the same as that of the subject. Voice, active and passive. Mood, stress the indicative, but mention the subjunctive as required. Tense-- present, past and future, and the main kinds of these, e.g. the indefinite, imperfect (progressive) and perfect.
- (4) The adjective, study of comparison only.
- (5) The adverb, modifying verbs, as before, but in addition its function as a modifier of adjectives and adverbs. Kinds of adverbs, time, place, manner, degree. Degree of adverbs -- positive, comparative, superlative.
- (6) The conjunction requires special emphasis as it is so important in writing. Kinds, subordinate and co-ordinate.
- (7) The study of special and more difficult forms of the verb and noun, i.e. the infinitive, participle and gerund.

The following new textbooks were assigned by Bulletin 1, 1946.

English 1

Literature

The Magic of Literature, Book III, Ryerson. (For A and B students)
Let's Read, Book IV, Henry Holt (For C students)

English 2

Literature

Essays: A Book of Good Essays. Sealey.

English 3

There were no changes in prescribed textbooks, except that Shaw's St. Joan was deleted from the list of plays and was replaced by Maxwell Anderson's Elizabeth the Queen.

APPENDIX F

Textbooks as prescribed in Senior High School Curriculum Guide for English, 1955

Literature 10

M. M. Boyd (editor), Creative Living, 4, W. J. Gage & Co. Limited, Toronto, 1954.

Literature 20

E. W. Buxton (editor), Creative Living, 5, W. J. Gage & Co. Limited, Toronto, 1954.

Language 10

Martha Gray and Clarence W. Hach, English For Today, Grade Ten, Canadian edition revised by M. D. Meade and W. S. Waddell, Longmans, Green & Co., Toronto, 1954.

Language 20

Martha Gray and Clarence W. Hach, English For Today, Grade Eleven, Canadian edition revised by M. D. Meade and W. S. Waddell, Longmans, Green & Co., Toronto, 1954.

English 30

H. T. Coutts, et al, Thought and Expression, Longmans, Green & Co., Toronto, 1955.

To be used in all grades:

M. H. Scargill, An English Handbook, Longmans, Green & Co., Toronto, 1954.

A Sample of Selections from Creative Living, 4, Creative Living, 5 and Thought and Expression

Poetry

W. E. Henley, Invictus

Robert Browning, David's Song from "Saul"

Shakespeare, Sonnet xcix

Archibald Lampman, Evening

William Rose Benet, The Skater of Ghost Lake
 Gene Fowler, The Jervis Bay Goes Down
 Robert Service, The Ballad of the Ice-Worm Cocktail
 Markham, The Man with the Hoe
 W. W. Gibson, The Ice-Cart
 Robert Frost, Mending Wall
 Francis Thompson, To a Snowflake
 Ralph Hodgson, Stupidity Street
 Wordsworth, The World Is too Much With Us
 Carl Sandburg, Cool Tombs
 Shelley, The Cloud
 Shelley, Ode to the West Wind
 Vachel Lindsay, The Flower-Fed Buffaloes
 Browning, Andrea del Sarto
 George Lanigan, A Threnody
 Byron, The Eve of Waterloo
 Milton, Lycidas

Short Stories

Carl Stephenson, Leiningen versus the Ants
 W. Somerset Maugham, The Verger
 Emmanuel Winters, The Welsh Are Like That
 Frank Brookhouser, Easter Egg
 Ring Lardner, Haircut
 James Thurber, The Secret Life of Walter Mitty
 Saki, Mrs. Packletide's Tiger
 Eric Williams, The Wooden Horse
 Galsworthy, Quality
 Hawthorne, The Ambitious Guest
 O. Henry, A Retrieved Reformation
 H. C. Bunner, The Love-Letters of Smith

One-Act Plays

Gwen Pharis Ringwood, The Courting of Marie Jenvrin
 Susan Glaspell, Trifles
 Louis N. Parker, The Monkey's Paw
 Hans Sachs, The Strolling Clerk From Paradise

Essays

William Allen White, Mary White
Bruce Hutchison, Canada the Unknown
Charles S. Brooks, On the Difference between Wit and Humour
Winston S. Churchill, My Early Life
Paul Gallico, The Feel
Knute Rockne, The Qualities That Make or Mar Success
G. Lowes Dickinson, A Sacred Mountain
A. P. Herbert, About Bathrooms
Randolph Bourne, What Is Opinion?
Joseph Addison, The Vision of Mirza

APPENDIX G

The departmental examinations in English 30 for June, 1957, are described in this appendix. The questions that are quoted and summarized below may be compared with those in Chapter II.

For many years before 1956, there had been two examinations in English; one in literature and one in language. Beginning in 1956, however, the two three-hour examinations were treated as two sections of one examination, in keeping with the integration of language and literature in the English 30 course. Part A consisted of three sections: Poetry, Drama, and the Original Essay; Part B consisted of five sections: The Magazine, The Short Story, The Essay, Language Techniques and Leisure Reading.

Representative questions from each of the sections are summarized below.

Section I - Poetry

1. Vocabulary
2. The poem The Corn Husker and a paraphrase of it were quoted. The question required the candidate to "show differences between prose and poetry with respect to rhythm, diction, intellectual or emotional appeal content, pattern, etc."
3. Figures of speech

Section II - Drama

4. An explanation of several dramatic terms was required.
5. Questions which tested the student's understanding of the implications of an excerpt from Our Town were asked.
6. Comprehension questions on an excerpt from All's Well That Ends Well.

Section III*- The Original Essay

7. Write an essay of approximately 300 words about clothing. Your essay may deal with national costumes, service uniforms, religious vestments, academic habiliments, or your own school sweater bedecked with crests and awards. But it must be one essay, not three or four separate ones strung together like beads on a string.

OR

Shakespeare is recognized as the greatest writer of drama that the English language has yet produced. Plot is essential to drama.

Write an essay of about 300 words in which, without summarizing the plot of a Shakespearean play, you discuss its plot with reference to probability (Is the outcome of the plot likely?), motivation (Do the characters have sufficient reason for acting as they do?), dramatic unity (Can any parts of the play be omitted?), and other elements. Although you are not expected to summarize the plot, you are expected to refer to it for specific instances and examples.

Section IV - The Magazine

9. The student was asked to write an expository paragraph of not more than 75 words on one of the following questions.
 - (a) What is the name of your favorite magazine and why does it appeal to you?
 - (b) Why is the fiction in pulp magazines often described as "escape literature"?

Section V - The Short Story

10. This question required that a series of excerpts from short stories be matched with descriptions of the styles in which they were written.
12. Given a story beginning, the student was to summarize an idea for a satisfactory completion of the story, or was to write a paragraph or dialogue to heighten the impression of the emotion felt by the character.

Section VI - The Essay

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14. Student required to identify type of writing and to comment on appropriateness of style.

Section VII - Language Techniques

16. Grammar: predicate adjectives, appositive adjectives.

Section VIII - Leisure Reading

18. Write an article of 100 to 150 words in which you discuss some of the qualities which enable you to distinguish between good and poor literature in your leisure reading.

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